

# EUROPEAN SKILLS AND JOBS SURVEY

*Statistical profile*

Israel

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# CONTENTS

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IN BRIEF: 2ND EUROPEAN SKILLS AND JOBS SURVEY (ESJS2) IN ETF PARTNER COUNTRIES 4

---

1. TASKS AND JOB-SKILLS REQUIREMENTS 5

---

2. DIGITALISATION AND DIGITAL TRANSITION 7

---

3. TACKLING THE SKILLS MISMATCH IN CHANGING LABOUR MARKETS 9

---

4. TECHNOLOGICAL CHANGE AND JOB SECURITY 11

---

5. INVESTING IN EDUCATION AND TRAINING 12

---

KEY HIGHLIGHTS 13

---

BOX 1: KEY FINDINGS 14

---

GLOSSARY 15

---

DATA ANNEX 16

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# In brief: Second European Skills and Jobs Survey (ESJS2) in ETF partner countries

The rise of digital technologies has transformed the economy and how people work, sparking a growing interest in the future of work. While the consequences of digitalisation for employment have been subject to much debate, less is known about how digitalisation is affecting what workers do and whether and how education and skills development can enable individuals to benefit from, rather than be threatened by, technological change.

The European Skills and Jobs survey<sup>1</sup> (ESJS) gathers information on the job-skill requirements, skills and qualification mismatches as well as the participation of adult workers in further education and training. Particular attention is paid to the evidence on the exposure of workers to digital technologies and their impact on skills needs.

This ESJS was implemented in Albania, Bosnia and Herzegovina, Kosovo<sup>2</sup>, North Macedonia, Serbia, and Israel by Kantar Public on behalf of the European Training Foundation (ETF). A total of 1 000 interviews were completed in each country. The target population for this study was defined as all adults (aged 25-64 years) who are in wage and salary employment (i.e. paid employees, excluding those in self-employment, and family workers). In the five Western Balkan economies, face-to-face data collection with a multistage cluster sample design was used, while an online data collection using a non-probability-based online panel was adopted in Israel. The data collection took place between 30 November 2022 and 30 January 2023.

This report describes the main results of the above-mentioned survey conducted in Israel in comparison with the aggregated results (EU27 average) of the Second ESJS conducted by Kantar Public on behalf of the European Centre for the Development of Vocational Training (Cedefop) in 2021, where the same questionnaire was used for the data collection in the EU27, Iceland and Norway<sup>3</sup>.

The report presents basic data related to several selected areas, such as the skillsets required to perform jobs among adult workers, their exposure to digitalisation and its impact on skills needs and mismatches, workers' views on technology versus labour substitution and complementarity impacting their well-being and willingness to embrace technological innovation, as well as strategies for further education and training that workers take to adapt to new technologies and changes in the workplace. Data is analysed by key socio-demographic and occupational variables, such as sex, age, the highest level of education, occupational group as well as economic sector in which the respondents work. Whenever relevant, we compare with the EU27 average results from the ESJS across the 27 EU Member States conducted on behalf of Cedefop.

Further insights gathered through the survey are presented in cross-country products, developed as part of the ESJS project.

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<sup>1</sup> The ESJS has been developed and implemented by European Centre for the Development of Vocational Training (Cedefop). For more information see <https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs>

<sup>2</sup> \* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

<sup>3</sup> <https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs>

# 1. Tasks and job-skills requirements

This section describes the profile of the employees in terms of the skills required to perform their work. The job skills requirements covered here are reading or writing, manual, mathematical, and problem-solving tasks.

## A majority of Israeli workers read and write texts of at least one page long in their jobs

More than three quarters (77%) of working Israelis report reading text, on paper or on computer screens, that is at least one page long over the last month as part of their main job<sup>4</sup>, slightly higher than the EU average (73%).

The share is higher among older respondents, with around 8 in 10 (79%-82%) of those aged 35-64 years compared to 7 in 10 (70%) of those aged 25-34 years. Those with a high level of education are more likely (86%) to be involved in reading texts of such a length in their jobs, compared to 62% of those with a mid-level education.<sup>5</sup> Reading tasks are also more common among respondents in skilled occupations (86%) compared to those in semi-skilled or manual occupations (67%).<sup>6</sup>

Close to two-thirds (65%) of Israelis, more than the EU average (58%), say they write text, on paper or on computer screens, that is at least one page long as part of their main job<sup>7</sup>.

The share of such respondents is slightly higher among men than women (67% vs 63%) and among older workers. Seven in 10 (71%) respondents aged 45-54 years say they have written text of the said volume, followed by two-thirds (65%-66%) of those aged 55-64 years and 35-44 years, and 57% of those aged 25-35 years. Those with a high level of education are more likely (75%) to be involved in writing tasks than those with a mid-level education (49%). Except for respondents in skilled occupations (77%), less than half of those in semi-skilled (48%) and manual occupations (47%) say so.<sup>8</sup>

## A quarter of Israeli workers lift or carry heavy objects, while an even smaller portion work in extreme environments; around a quarter use their hands for precise tasks

A quarter (25%) of working Israelis lifted or carried heavy objects, loads or people, without the help of a machine, in the past month<sup>9</sup>. This is significantly less than the EU average (34%). Men are substantially more likely to do so than women (32% vs 19%).

The share of respondents involved in such manual tasks was the highest among those aged 55-64 (29%) and 25-34 (27%). This was also the case for employees with a mid-level education (37%) in contrast to those with a high level of education (19%). In case of occupation groups, the highest share of employees engaged in manual tasks can be seen among manual occupations (51%) in contrast to semi-skilled (36%) and skilled (13%) occupations. Around 4 in 10 (41%) of those who are in the industry or agriculture sectors say they have lifted or carried heavy objects or loads while this is only a quarter (24%) among respondents working in the public, education or healthcare sectors, and 1 in 5 (20%) among those working in the services sector.

Only a small percentage (14%) of Israelis surveyed report working in an environment with very high heat or cold temperatures, chemicals or dangerous parts<sup>10</sup>, compared to more than 1 in 4 (27%) across the EU. Around a quarter (26%) of respondents, 38% across the EU, say they use or move their hands or

<sup>4</sup> C\_READ1P /Q29.a: As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer

<sup>5</sup> The three-level education levels are aggregations of the 8-level [ISCED 2011](#) (International Standard Classification of Education) classifications wherein 'low' stands for ISCED levels 0 to 2, 'medium' for ISCED levels 3 to 4, and 'high' for ISCED levels 5 to 8.

<sup>6</sup> Data for respondents with elementary occupations and a low level of education, if reported, must be treated with caution due to a low number of valid cases.

<sup>7</sup> C\_WRITE1P /Q29.d: As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer

<sup>8</sup> See the [list of terminologies](#) on the definition of the broad occupation groups.

<sup>9</sup> C\_MANLIFT /Q30a: Lift or carry heavy objects or loads or people, without the help of a machine

<sup>10</sup> C\_MANHAZ /Q30b: Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts

fingers to precisely grasp, manipulate or assemble objects (excluding a computer mouse, typing on a keyboard or handwriting)<sup>11</sup>.

## **A large majority of respondents perform simple calculations, while advanced mathematics is used by a minority of them**

Three quarters (75%) of Israeli employees, almost the same share as those across the EU (76%), report performing simple calculations, for instance adding, subtracting, multiplying or dividing, as part of their main job, whether on their own or with the help of a computer or calculator<sup>12</sup>.

Men are more likely than women (79% vs 70%) to perform such tasks as well as older workers (78% of those aged 45-54 years) in contrast to younger cohorts (70% of those aged 25-34 years). Simple maths tasks are also more likely to be part of the jobs of respondents with a high-level education (81%) than those with a mid-level education (69%). Respondents in skilled occupations are most likely (80%) to answer this question in the affirmative, compared to those in manual (69%) and semi-skilled (65%) occupations. Interestingly, a large majority among all industry groups do so: agriculture or industry (85%), the services sector (80%), and the public, education or healthcare sectors (65%).

About 14% of employees say they have used more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations<sup>13</sup>, compared to 16% across the EU.

Men are substantially more likely to report using more advanced mathematics than women (19% vs 9%). This is also the case of older employees (18% of those aged 55-64 years) in comparison to younger ones (13% among those aged 35-44 years and 10% of those aged 25-34 years) as well as those who have obtained a high-level education (19%) in contrast to those with a mid-level education (7%). About 1 in 5 (20%) of those who are active in industry sector or agriculture say they have used more advanced mathematics, algebra or statistics compared to 13% of those who work in services and 12% of those from the public, education or healthcare sectors.

## **The majority of employees often perform problem-solving tasks as part of their main jobs**

More than 7 in 10 (72%) Israeli employees report performing problem-solving activities often or very often as part of their main jobs<sup>14</sup>. The share is highest among the respondents aged 35-44 years (76%) and lowest among the oldest group aged 55-64 years (64%). Those with a high-level education are more likely to indicate performing problem-solving activities in contrast to those with a mid-level education (76% vs 64% respectively). Nearly 8 in 10 (78%) of those in skilled occupations answer this question in the affirmative, compared to two thirds (67%) of those in manual and 6 in 10 (61%) of those in semi-skilled occupations. Between industries hardly any differences can be noted, ranging between 71% and 74% among all industry groups.

In addition, respondents were asked about how often they searched for relevant information or documentation, for instance in books or on the web, to solve problems as part of their main job in the last month.<sup>15</sup> Around 1 in 5 (21%) Israelis reported doing so always or very often. Moreover, around 1 in 7 (14%) Israelis report getting input from co-workers or others to solve problems always or very often<sup>16</sup> and close to 1 in 5 (18%) respondents report trying out new ideas to solve problems always or very often<sup>17</sup>.

<sup>11</sup> C\_MANDEX /Q30c: Use or move your hands or fingers to precisely grasp, manipulate or assemble objects.

<sup>12</sup> C\_MATHBAS /Q31a: Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing

<sup>13</sup> C\_MATHADV /Q31c: Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations

<sup>14</sup> C\_PRB\_often: Respondents who performed problem solving activities at least often as part of their main jobs.

<sup>15</sup> C\_PRBINFO /Q34a: How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems

<sup>16</sup> C\_PRBINPT /Q34b: How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems

<sup>17</sup> C\_PRBIDEA /Q34c: How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems

## 2. Digitalisation and digital transition

This section provides key information on the use of technologies at work and its impact on the content of jobs and skills needed to perform such jobs.

### About two-fifths of Israeli employees experienced the introduction of new digital technologies at their workplace in the past year

Respondents were asked about changes that had taken place in their workplace over the last 12 months<sup>18</sup> in terms of management, the work itself, new digital technologies, new products or services, or the relocation of production. For instance, just over 1 in 10 (12%) Israelis say part of the work done in their workplace was moved to another location or country, while about 4 in 10 (41%) indicate that new digital technologies were introduced in their workplace. For the EU-27, these figures are 16% and 43% respectively. The introduction of new management and working methods have been encountered by 32% and 31% of the employees, respectively.

The introduction of new technologies is reported more often among those with a high level of education (45%) in contrast to those with a mid-level of education (35%) as well as those aged between 35 and 54 (44%) as compared to older (40%) or younger groups of employees (37%). Moreover, more than 4 in 10 of Israelis in manual (44%) and skilled (43%) occupations say new digital technologies have been introduced in their workplace in contrast to those in semi-skilled occupations (37%). In terms of the economic sectors in which the respondents work, the share ranges between 46% in the sectors of agriculture and industry to 40% in the public sector.

About 34% of employees experienced the introduction of new products or services. According to the socio demographic profile, men are more likely to report such changes than women (39% vs 29%). This is also the case of respondents aged 35-44 (41%) in contrast to both younger and older groups (30-32%). The introduction of new services or products can also be observed more likely in the sector of agriculture or industry (38%) and services (40%) as well as among those working in skilled occupations (36%).

Close to 4 in 10 (39%) employees in Israel, same as those across the EU (39%), reported doing any work as part of their main job from a location other than their employer's premises<sup>19</sup>. Nearly half (45%) of Israelis with a high-level education say this, compared to 3 in 10 (30%) of those with a mid-level education. About 46% of the respondents who are in skilled occupations report doing any work from a location other than their employer's premises, while this is the case for only about a third of those in manual occupations (36%) and a fifth (22%) of those in semi-skilled occupations. Those who are active in agriculture or industry and services are equally likely (both 43%) to indicate this, compared to a third (34%) of those in the public, education or healthcare sectors.

### Almost all Israelis use computing devices to do their main job, in varying proportions, for specific tasks

As good as all (99%) Israelis indicate using computing devices, compared to close to 9 in 10 (87%) across the EU.<sup>20</sup> This unanimity applies to most socio-demographic categories. A large majority (84%) of Israelis who used computing devices report using the internet for browsing, sending emails or using social media<sup>21</sup>. More than three quarters of such respondents (77%) have written or edited text, using Word or similar software<sup>22</sup>, and 7 in 10 (70%) used Excel (or similar software) spreadsheets<sup>23</sup>, compared to 66% across the EU. Less than half (43%) have prepared presentations in PowerPoint or similar.<sup>24</sup>

<sup>18</sup> B\_CHORGMG /Q21a: In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed

<sup>19</sup> B ICTWKY /Q26: In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises?

<sup>20</sup> D\_PCD: Users of computing devices: yes/no

<sup>21</sup> D\_PCWEB /Q37a: Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work

<sup>22</sup> D\_PCWORD /Q37b: Write or edit text, for instance using Word or similar software

<sup>23</sup> D\_PCSHEET /Q37d: Use spreadsheets, for instance using Excel or similar software

<sup>24</sup> D\_PCPPT /Q37c: Prepare presentations of your work, for instance using PowerPoint or similar software

Just over half (51%) of surveyed Israeli employees who use computing devices for their work say they work with specialist, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.<sup>25</sup>, compared to 56% across the EU.

In addition, less than 1 in 5 (19%) manage and merge databases, for instance using Access, Oracle or similar software and related query techniques (e.g. SQL)<sup>26</sup>. Just over 1 in 10 (11%) write programmes or code using a computer language, for instance C++, Python, Java, Visual Basic etc,<sup>27</sup> slightly more than the EU average (8%).

### **A minority of Israelis use computerised machinery in their jobs**

Respondents were asked whether, as part of their main job, they worked with or operated computerised machinery in the last month.<sup>28</sup> Overall, 1 in 5 (22%) Israeli employees did so, compared to nearly 4 in 10 (39%) across the EU. Just over 1 in 10 (13%) of respondents in Israel say they use digital handheld devices like monitors or scanners used for stock control and processing orders<sup>29</sup>, compared to double this figure (26%) across the EU. A small minority (6%) work with robots<sup>30</sup> or with 3D printers<sup>31</sup>. A similar proportion of respondents (4%) report working with computer numerically controlled (CNC) machine tools like lathes or milling machines<sup>32</sup> (9% across the EU), with the same proportion using<sup>33</sup> programmable logic operators (PLCs) (8% across the EU).

### **A third of Israeli employees have learned to use a new computer program or software**

Just 31% Israelis who used computing devices for their work report that in the last 12 months, or since they started their main job, they learned to use a new computer programme or software<sup>34</sup>, compared to 36% across the EU. There are no notable differences with regard to gender. Yet, those aged 25-54 are more likely to say this (31%-34%), while only 21% of those aged 55-64 answer this question in the affirmative. This is also the case of those with a high level of education (34%) compared to employees with a mid-level education (25%). Similarly, those in skilled occupations are most likely (34%) to answer this question positively, followed by those in semi-skilled (28%) and manual occupations (19%). More than a third (36%) of those active in services indicate learning a new computer programme or software, compared to 29% of those in agriculture or industry, and only 26% of those working in the public, education or healthcare sector.

Just over 1 in 4 (28%) respondents who use computerised machinery for their work learned to use any new computerised machinery to do their main job<sup>35</sup>, compared to 1 in 5 (20%) across the EU. The share of such respondents is higher among women in contrast to men (31% vs 26%) as well as among younger respondents (34% of those aged 25-34 years) in contrast to older workers (e.g. 20% of those aged 55-64 years). Those with semi-skilled occupations are most likely (40%) to answer this question positively, compared to those in skilled (27%) and manual occupations (16%). Close to a third (32%) of those active in the public, education or healthcare sector indicate learning to use any new computerised machinery, compared to 3 in 10 (28%) of those in services and 1 in 4 (24%) of those in agriculture or industry. As a consequence of learning a new computer programme or computerised machinery, 70% of such respondents report doing some different or new tasks.

<sup>25</sup> D\_PCSPEC /Q37g: Work with any specialised, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship management, etc.

<sup>26</sup> D\_PCBASE /Q37h: Manage and merge databases, for instance using Access, Oracle or similar software and related query techniques (e.g. SQL)

<sup>27</sup> D\_PCPGR /Q37i: Write programmes or code using a computer language, for instance C++, Python, Java, Visual Basic etc.

<sup>28</sup> D\_CM: Users of a computerised machinery: yes/no

<sup>29</sup> D\_CMSCAN /Q42a: As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders

<sup>30</sup> D\_CMROB /Q42c: Robots

<sup>31</sup> D\_CM3D /Q42e: 3D printers

<sup>32</sup> D\_CMCNC /Q42b: numerically-controlled (CNC) machine tools, for instance lathes or milling machines

<sup>33</sup> D\_CMPLC /Q42d: Programmable logic operators (PLCs)

<sup>34</sup> D\_CHSFW: In the last 12 months/Since you started your main job, did you learn to use any new computer programmes or software to do your main job? Please exclude minor or regular updates.

<sup>35</sup> D\_CHCM /Q44: Since you started your main job, did you learn to use any new computerised machinery to do your main job?



### 3. Tackling the skills mismatch in a changing labour market

This section presents key data on qualification and skills mismatches among Israeli workers.

#### For every 10 employees, almost 4 are considered overqualified while close to one is underqualified

Just over 1 in 3 (37%) Israeli employees report having higher education than what their job requires (EU: 28%), while nearly 1 in 10 (8%) say they are underqualified for their current position<sup>36</sup> (EU: 12%).

Women are substantially more likely (44%) to indicate having a higher education than what the job requires than men (31%). Overqualification is also more common among the middle-aged respondents (43%), followed by 38% of those aged 55-64 years, 35% of those aged 45-54 years, and 33% of those aged 25-34 years. The youngest (25-34 years) and the oldest (55-64 years) demographic groups are most likely to say that they are underqualified. A high share of over-qualified respondents can be also found among those with high-level education (44% in contrast to 27% of those with a mid-level education) and those working in semi-skilled occupations (46% vs 34% of those in skilled occupations and 31% of those in manual occupations). There is a significant correlation between being overqualified and skills underutilisation, when about 66% of workers that use their knowledge and skills to small extent or not at all indicate to be overqualified in contrast to 34% of those who use their skills and knowledge to moderate or great extent.

Half (50%) of the respondents in Israel report that their job requires a tertiary education (compared to 38% in the EU27), while nearly half (45%) (EU: 42%) say it requires upper-secondary or post-secondary non-tertiary education<sup>37</sup>. Only a small minority (6%) say their job requires a lower-secondary education or below, compared to 1 in 5 (19%) across the EU.

#### More than half of Israeli employees have jobs that are in line with their field of study

Respondents were asked, considering their main subject or field of study at their highest level of education, to what extent it is relevant for doing their main job<sup>38</sup>. About 1 in 3 (32%) of those with at least upper secondary education say that their job requires their field or a related field (EU: 39%) and 25% say their job exclusively requires their field. At the same time, 11% claim that their job requires a different field and 32% think that their jobs do not require any specific field of study.

Women are somewhat more likely to say that their job exclusively requires their field of study than men (28% vs 23%). This is also the case of respondents with a high-level education, where the share of such respondents (28%) claiming that their job requires exclusively their field was higher than among those with a mid-level education (22%). Nearly half (48%) of those with a mid-level education are of the opinion that their job does not require any specific field, compared to about 1 in 5 (22%) of those with a high-level education. The situation is analogous when looking at occupational groups. While about 31% of respondents working in skilled occupations claim that they work in jobs requiring exclusively their field, this is the case for only 13% of those working in semi-skilled occupations. In case of respondents in manual occupations, the share of such employees is 21%. Employees from the public sector and education or health are more likely to work in line with their field of study (31% work in jobs requiring exclusively their field) in contrast to those working in services (23%) and agriculture or industry (18%).

#### A majority of Israelis say they can use their current knowledge and skills in their main job

Close to 7 in 10 (68%) respondents say they can use their current knowledge and skills in their main job to a great extent<sup>39</sup>, compared to less than half (45%) across the EU. Just over 1 in 5 (22%) say the

<sup>36</sup> E\_EDMATCH8: Education level mismatch

<sup>37</sup> E\_REQED3: Level of education required for the job: 3 categories.

<sup>38</sup> E\_HOZMIS /Q51: Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job?

<sup>39</sup> E\_SKILLU /Q60: To what extent can you use your current knowledge and skills in your main job?

same, but to a moderate extent (EU: 41%). Only a small proportion (5%) say this is the case to a small extent (EU: 10%) or not at all (4%) (EU: 4%).

Women are slightly more likely than men (71% vs 66%) to be able to use their current knowledge and skills, to a great extent, in their main job. This is also the case for older workers (75% of those aged 45-54 years) in contrast to younger ones (62% among those aged 25-34 years). The share of respondents who are able to use their knowledge and skills to a large extent is also high among those with high-level education (72% vs. 63% of those with a mid-level education), and the respondents working in skilled occupations (77%) in contrast to those in manual (61%) and semi-skilled occupations (53%). Looking at economic sectors, those working in the public, education or healthcare sectors are most likely (74%) to use their knowledge and skills, followed by those in services (66%), and in agriculture or industry (62%).

### **Around a third of Israelis need to further develop IT, numeracy, and technical skills, while the majority wish to strengthen their social skills**

Respondents were asked what type of skills they need to further develop to improve their performance in their jobs. In case of computer/IT skills 1 in 3 (33%) employees say that they need to improve such skills to a moderate (EU: 39%) with close to 1 in 3 (27%) of the respondents to a great extent (EU: 13%).<sup>40</sup> The need (moderate or to a great extent) to improve computer/IT skills is higher among men (64% vs 55% among women), middle-aged employees (64% among those aged 35-44 years vs 51% among those aged 55-64 years) as well as those working in skilled occupations (66% vs 52% among those in semi-skilled and manual jobs).

Close to a third (32%) of the respondents say that they need to further develop their numeracy skills to do their main job even better<sup>41</sup>, a result similar to the EU average (30%). All age groups are more or less equally likely (32%-36%) to say this, except those aged 55-64 years (21%). The need to strengthen numeracy skills is also higher among those in skilled and semi-skilled occupations (35% and 32%, respectively) in contrast to manual occupations as well as the respondents working in agriculture and industry as well as services sector (38%), if compared to the public sector (24%).

About 38% of Israeli respondents say that they need to further develop their technical or job-specific skills to do their main job better<sup>42</sup>. The need to strengthen such skills is higher among men (45% vs 32% among women), middle-aged workers (44% among those aged 35-44 years in contrast to 28% of those aged 55-64 years) and tertiary educated respondents (42% vs 31% among those with a mid-level education). A majority (53%) of those in manual occupations say this, followed by those in skilled occupations (38%), and semi-skilled occupations (28%).

A majority (60%) of the respondents say they need to further develop their social skills<sup>43</sup>, compared to half (49%) across the EU. The need is more pronounced among men compared to women (64% vs 56%) and also among younger workers (61%-66% among those aged 25-44 years in contrast to 51% among those aged 55-64 years). Six in 10 (61%) of Israeli workers with high-level education think they need to improve their social skills for work, compared to almost 6 in 10 (55%) of those with a mid-level education. The share of respondents with the need to improve social skills is also higher among skilled workers (63% vs 57% and 59% among those in manual and semi-skilled occupations, respectively) and those working in public, education or health sector (65% vs 59% and 56% in agriculture or industry and the services sector, respectively).

<sup>40</sup> E\_DEFPC /Q61: To what extent do you need to further develop your computer/IT skills to do your main job even better?

<sup>41</sup> E\_DEFNUM /Q62a: Do you feel the need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths

<sup>42</sup> E\_DEFJOB /Q62c: Do you feel the need to further develop any of the following skills to do your main job even better? Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer, using programming software if computer scientist etc.

<sup>43</sup> E\_DEFCOM /Q62b: Do you feel the need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public)

## 4. Technological change and job security

This section provides information on the impact of new technologies on employees' perceptions regarding job displacement and job content.

### **In Israel, two fifths of employees believe that there is a chance of losing their main job in the next year**

The respondents were asked whether they think there is any chance of them losing their main job in the next 12 months<sup>44</sup>. A majority (56%) of respondents are confident to keep their job in this time frame, compared to 61% across the EU. A higher risk of job loss is seen among men (47% vs 40% among women), those with a mid-level education (51% vs 40% among those with high-level education) and the respondents working in semi-skilled occupations (49% in contrast to 42% among those in skilled and manual occupations). The perception of the risk is also lower among respondents that have experienced the introduction of new digital technologies at the workplace (37% say there is some or high chance of losing a job) than among those who have not (48% think there is some or high chance of losing a job).

### **Most Israeli workers see little or no chance of new digital or computer technologies replacing their jobs, while many recognise the need for new knowledge and skills to keep up with technology changes**

Respondents were also asked to what extent they think new digital or computer technologies in their company or organisation can or will do part or all of their main job<sup>45</sup>. One in 3 (33%) respondents say there is no chance at all of this happening (EU, 34%), while 3 in 10 (30%) think this is the case to a small extent, just like the EU average. Just over 1 in 4 (27%) think this to a moderate extent (EU, 28%), and 1 in 10 (11%) to a great extent (EU, 8%).

Men are more likely to assess the extent to which part or all of their jobs being replaced by digital and computer technologies as moderate or great (43% vs 31% among women). This is also the case for middle-aged workers (45% among those aged 35-44 vs 29% of those aged 55-64), while the results are comparable if looking at the different groups of employees by their education and occupation.

The respondents were also asked to what extent they need or will need new knowledge and skills they currently do not have in order to keep up with new digital or computer technologies<sup>46</sup>. Just over 1 in 10 (11%) say that this is the case to a great extent (EU, 10%) and 1 in 3 (34%) to a moderate extent (EU, 35%). One in 4 (23%) respondents say there is no chance at all of this occurring (it is 19% at the EU level). The recognised need (to moderate or great extent) for new knowledge and skills folded by new digital or computer technologies is higher among men (49% in contrast to 40% among women) and lowest among the oldest workers (32% among those aged 55-64 years) as compared to other age groups (46%-48%). Moreover, those with a higher education are also more likely to see the need for gaining new skills and knowledge (47% of those assessing the extent to moderate or great extent) in contrast to 40% among those with a mid-level education.

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<sup>44</sup> F\_LOSEJOB/Q66: Do you think there is any chance at all of you losing your main job in the next 12 months?

<sup>45</sup> DISPLJOB /Q67a: To what extent do you think new digital or computer technologies in your company or organisation...? ...can or will do part or all of your main job

<sup>46</sup> F\_DISPLSKILL /Q67b: To what extent do you think new digital or computer technologies in your company or organisation...? ...need or will need new knowledge and skills you currently do not have

## 5. Investing in education and training

This chapter provides information on the training undertaken by adult workers and its main forms.

### Over 6 in 10 Israelis have participated in job-related education or training in the last year

Overall, more than 6 in 10 (62%) Israelis say that in the last 12 months they participated in at least one form of education or training activity to learn new job-related skills<sup>47</sup>, which is at the same level as the EU-average. Women are more likely (65%) to take part in training compared to men (59%). About 6 in 10 (60%-61%) among all age groups say they participated in such education or training activities, though those aged 35-44 years are somewhat more likely (65%) to do so. Those who have higher education are more likely to answer this question in the affirmative (68%) than those with a mid-level (51%) education. Two thirds (67%) of those in skilled occupations say they have participated in education or training activities to learn new job-related skills, compared to 56% of those in semi-skilled and 53% in manual occupations. Finally, participation in training is more common among the respondents who work in the public sector, education or health sector (72%), compared to those working in agriculture or industry (60%), and in services (54%).

In terms of form of training, about 4 in 10 (41%) respondents took a **course**<sup>48</sup>, around the same share as the EU average (39%). Women are slightly more likely to have done so than men (43% vs 39%) as well as middle-aged workers in contrast to other age groups (45% of those aged 35-44 years in contrast to 36% of those aged 55-64 years). The share of those participating in courses is also high among those with tertiary education (48%) in contrast to those with a mid-level education (28%) as well as among those in high-skilled occupations (46%) if compared to those in semi-skilled and manual occupations (36%).

Close to 4 in 10 (39%) respondents say they followed a training seminar or workshop<sup>49</sup>, compared to 33% across the EU. Again the participation in this type of training was higher among women (43% vs 34% among men), the respondents with higher education (47% vs 22% of those with a mid-level education), those working in skilled occupations (47% in contrast to 28% and 26% of those in semi-skilled and manual occupations, respectively) and public, education or health sector (52% as compared to 29% in agriculture and industry and 31% in the services sector).

More than 1 in 3 (34%) respondents say they took on the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional<sup>50</sup> (EU: 40%). This type of training is more common among younger workers (39% aged 25-34 years in contrast to 29% among those aged 55-64 years) and among those with a higher education (37%) in comparison to those with a mid-level education (29%).

Finally, among those who took part in any type of training, about half (51%) of such respondents participated in training with the aim to further develop their computer/IT skills needed for their jobs.

<sup>47</sup> E\_TRAININD /Q52a-c: In the last 12 months, have you participated in any education or training activities to learn new job-related skills?

<sup>48</sup> E\_TRAINCOU /Q52a: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Courses

<sup>49</sup> E\_TRAINSEM /Q52b: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? Workshops or seminars

<sup>50</sup> E\_TRAINOJT /Q52c: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional

## Key highlights

The statistical profile provides basic data gathered through the European Skills and Jobs survey implemented in Israel, and covers selected information on the job-skill requirements, skills mismatches and the impact of new technologies on jobs and skills as well as training among adult employees.

Most of the jobs in Israel require at least basic literacy and numeracy skills. Therefore, most workers are required to read and write basic texts and perform simple numerical calculations. The jobs in Israel also require social skills, such as teamwork, communication or problem-solving skills. The intensity of demand for these skills varies among different groups of respondents, pointing to those in skilled occupations or those with higher education as being more exposed to such tasks in their jobs than others.

While the absolute majority of adult Israeli workers use some digital technology/device, many are involved in simple digital tasks, such as web-browsing, use of Word, Excel or similar software. Still, digital tasks that require advanced knowledge in order to write programmes or code using a computer language or artificial intelligence methods is reported by about 1 in 10 employees, slightly exceeding the EU average values. The use of computerised machinery is not prominent when compared to the situation in the EU, operating with robots, 3D printers or CNC machines is reported by only a fraction of Israeli employees.

Still, the context in which Israeli workers perform their jobs is changing. Four in 10 employees report the introduction of new digital technologies, impacting, in particular, the jobs of those with tertiary education, but also the jobs of skilled and manual workers. About one third of employees had to learn a new computer programme, software or how to use a computerised machinery in their work. This led to changes in the tasks carried out by most of the respondents, pointing to new or different tasks performed. The exposure to technology changes as well as digital upskilling is not uniform across respondents with differing education, occupation or other demographic characteristics, pointing to those with higher education and those working in skilled occupation having higher chance to experience technology-enabled learning than others.

The majority of employees in Israel are not worried about the impact of digitalisation for their work. Yet, there is an expectation of changes in the content of tasks, pointing to further needs for re-skilling and up-skilling to adapt to the changing content of tasks within a job rather than job displacement.

The vast majority of Israeli workers use their skills and knowledge at work. Yet, about 4 in 10 workers consider themselves to be overqualified. Such vertical skill mismatches are more pronounced among the highly educated and skilled workers, which further accentuates negative labour market outcomes for such groups of workers.

Finally, despite a high share of Israeli employees engaging in further education and training, the learning potential can be recognised especially when it comes to digital and social skills. While those with higher education and in skilled occupations seem to have better access to training, this is to a lesser extent true for those with lower levels of education and jobs requiring manual or intermediate skills, who are more exposed to digital skill gap that may have further impact on their employability and career development.

## Box 1: Key findings

### Tasks and job skills requirements

- 99% of employees in Israel use computing devices to do their main job;
- 77% read texts at least one page long, 65% write texts of similar length;
- 75% perform simple calculations, while 14% use advanced mathematics, algebra or statistics;
- 25% lift or carry heavy objects, 14% work in extreme environments and 26% use hands or fingers for precise tasks.

### Digitalisation and digital transition

- 41% of employees in Israel report new digital technologies being introduced in their workplace;
- 31% had to learn to use new computer programs or software to do their main job in the last 12 months.

### Skills mismatch in changing labour market

- 68% of respondents say they can use their current knowledge and skills in their main job to a great extent and 22% to a moderate extent;
- 37% of employees are considered overqualified, while nearly 1 in 10 (8%) are considered underqualified, relative to the level of education the job requires;
- Considering their main subject or field of study at their highest level of education, 32% of respondents say their job requires their field or a related field, while 25% say their job exclusively requires their field;
- 38% need to further develop technical skills or job-specific skills;<sup>51</sup>
- 27% of respondents need to develop their computer/IT skills to a great extent;
- 32% need to further develop numeracy skills;
- 60% of employees in Israel need to further develop social skills.

### Investing in education and training

- 62% of employees in Israel participated in at least one kind of education or training activity to learn new job-related skills in the last 12 months;
- Various training formats include: 41% taking a course, 39% following a training seminar or workshop and 34% receiving on-the-job training;
- 51% of respondents who took part in training did so to further develop their computer/IT skills.

<sup>51</sup> Examples of technical or job-specific skills: engine repair for a mechanic, applying accountancy rules for an accountant, using design software for a graphic designer, using programming software for a computer scientist.

# Glossary

|                          |   |
|--------------------------|---|
| High-level education     | This education level group is composed of employees who have higher education qualifications. This includes those who completed short-cycle tertiary education (ISCED 5), bachelor's or equivalent level (ISCED 6), master's or equivalent level (ISCED 7), and doctoral or equivalent level (ISCED 8). |
| Middle-level education   | This education level group is composed of employees whose highest qualification is either upper secondary education (ISCED 3) or post-secondary non-tertiary education (ISCED 4).   |
| Low-level education      | This education level group is composed of employees who completed up to lower secondary education (ISCED 0-2). This group includes those who completed only primary education (ISCED 1) and those who had not completed formal education or below primary education (ISCED 0).                          |
| Elementary occupations   | This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorised as elementary occupations (ISCO 9)   |
| Manual occupations       | This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorized as skilled agricultural, forestry and fishery workers (ISCO 6), craft and related trades workers (ISCO 7), plant and machine operators, and assemblers (ISCO 8).                     |
| Semi-skilled occupations | This broad occupation group, adopted from the ESJS2, is composed of employees who are in jobs that are categorised as clerical support workers (ISCO 4), service and sales workers (ISCO 5).  |
| Skilled occupations      | This broad occupation group, adopted from the ESJS2, is composed of those employees who are in jobs that are categorised as managers (ISCO 1), professionals (ISCO 2) and technicians and associate professionals (ISCO 3).   |

# DATA ANNEX

| Question <sup>52</sup>   |                          | Israel |     | EU27 - ESJS2 |     |
|--|--------------------------|--------|-----|--------------|-----|
|  |                          | Count  | %   | Count        | %   |
| As part of your main job, did you do the following activity in the last month? Read any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_READ1P)  | Yes                      | 777    | 77% | 33015        | 73% |
|  | No                       | 226    | 23% | 12466        | 27% |
|  | Don't know               | 0      | 0%  | 14           | 0%  |
|  | No answer                | 1      | 0%  | 17           | 0%  |
| As part of your main job, did you do the following activity in the last month? Write any texts, on paper or on computer screens, that are at least one (1) page long or longer. (C_WRITE1P)  | Yes                      | 650    | 65% | 26294        | 58% |
|  | No                       | 354    | 35% | 19155        | 42% |
|  | Don't know               | 0      | 0%  | 37           | 0%  |
|  | No answer                | 0      | 0%  | 25           | 0%  |
| Did you do any of the following activities as part of your main job in the last month? Lift or carry heavy objects or loads or people, without the help of a machine. (C_MANLIFT)  | Yes                      | 251    | 25% | 15614        | 34% |
|  | No                       | 753    | 75% | 29873        | 66% |
|  | Don't know               | 0      | 0%  | 16           | 0%  |
|  | No answer                | 0      | 0%  | 8            | 0%  |
| Did you do any of the following activities as part of your main job in the last month? Work in a work environment with very high heat or cold temperatures, chemicals or dangerous parts. (C_MANHAZ)   | Yes                      | 145    | 14% | 12316        | 27% |
|  | No                       | 859    | 86% | 33162        | 73% |
|  | Don't know               | 0      | 0%  | 20           | 0%  |
|  | No answer                | 0      | 0%  | 12           | 0%  |
| And did you do any of the following activities as part of your main job in the last month? Use or move your hands or fingers to precisely grasp, manipulate or assemble objects. (C_MANDEX)  | Yes                      | 265    | 26% | 11488        | 38% |
|  | No                       | 739    | 74% | 18738        | 62% |
|  | Don't know               | 0      | 0%  | 7            | 0%  |
|  | No answer                | 0      | 0%  | 0            | 0%  |
| Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Perform any simple calculations with numbers, for instance adding, subtracting, multiplying or dividing. (C_MATHBAS)           | Yes                      | 749    | 75% | 34504        | 76% |
|  | No                       | 255    | 25% | 10976        | 24% |
|  | Don't know               | 0      | 0%  | 20           | 0%  |
|  | No answer                | 0      | 0%  | 10           | 0%  |
| Did you do the following activity as part of your main job in the last month, whether on your own or with the help of a computer? Use any kind of more advanced mathematics, algebra or statistics, for instance calculus, regressions, simulations. (C_MATHADV) | Yes                      | 141    | 14% | 7120         | 16% |
|  | No                       | 236    | 23% | 14393        | 32% |
|  | Don't know               | 0      | 0%  | 5            | 0%  |
|  | No answer/Not applicable | 0      | 63% | 23993        | 52% |
| How often did you do any of the following activities as part of your main job in the last month? Search for relevant information or documentation, for instance in books or on the web, to solve problems. (C_PRBINFO)   | Always or very often     | 215    | 21% | 4058         | 13% |
|  | Often                    | 300    | 30% | 8844         | 29% |
|  | Sometimes                | 291    | 29% | 9833         | 33% |
|  | Rarely or never          | 199    | 20% | 7494         | 25% |
|  | Don't know               | 0      | 0%  | 3            | 0%  |
|  | No answer                | 0      | 0%  | 1            | 0%  |

<sup>52</sup> Weighted data



| Question <sup>52</sup>  | Israel               |     | EU27 - ESJS2 |       |     |
|---|----------------------|-----|--------------|-------|-----|
|   | Count                | %   | Count        | %     |     |
| How often did you do any of the following activities as part of your main job in the last month? Get input from co-workers or others to solve problems. (C_PRBINPT)   | Always or very often | 144 | 14%          | 3549  | 12% |
|   | Often                | 359 | 36%          | 10412 | 34% |
|   | Sometimes            | 341 | 34%          | 12677 | 42% |
|   | Rarely or never      | 160 | 16%          | 3594  | 12% |
|   | Don't know           | 1   | 0%           | 0     | 0%  |
|   | No answer            | 0   | 0%           | 0     | 0%  |
| How often did you do any of the following activities as part of your main job in the last month? Try out new ideas to solve problems. (C_PRBIDEA)   | Always or very often | 176 | 18%          | 3206  | 11% |
|   | Often                | 356 | 35%          | 9361  | 31% |
|   | Sometimes            | 335 | 33%          | 12814 | 42% |
|   | Rarely or never      | 138 | 14%          | 4850  | 16% |
|   | Don't know           | 0   | 0%           | 1     | 0%  |
|   | No answer            | 0   | 0%           | 0     | 0%  |
| In the last 12 months/Since you started your main job, did any of the following changes take place in your workplace? New management methods i.e. changes in how the work or pay is managed (B_CHORGMG)   | Yes                  | 318 | 32%          | 10526 | 35% |
|   | No                   | 684 | 68%          | 19668 | 65% |
|   | Don't know           | 1   | 0%           | 35    | 0%  |
|   | No answer            | 0   | 0%           | 4     | 0%  |
| In the last 12 months, did you do any work as part of your main job from a location other than your employer's premises? (B_ICTWKY)   | Yes                  | 389 | 39%          | 17711 | 39% |
|   | No                   | 615 | 61%          | 27756 | 61% |
|   | Don't know           | 0   | 0%           | 31    | 0%  |
|   | No answer            | 0   | 0%           | 12    | 0%  |
| Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use the internet for browsing, sending emails or using social media for your work. (D_PCWEB)<br><i>Restricted to the users of computing devices used to do their main job</i>                      | Yes                  | 839 | 84%          | 32534 | 82% |
|   | No                   | 156 | 16%          | 7135  | 18% |
|   | Don't know           | 0   | 0%           | 5     | 0%  |
|   | No answer            | 0   | 0%           | 11    | 0%  |
| Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Write or edit text, for instance using Word or similar software. (D_PCWORD)<br><i>Restricted to the users of computing devices used to do their main job</i>                                       | Yes                  | 764 | 77%          | 29606 | 75% |
|   | No                   | 231 | 23%          | 10057 | 25% |
|   | Don't know           | 0   | 0%           | 11    | 0%  |
|   | No answer            | 0   | 0%           | 11    | 0%  |
| Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Use spreadsheets, for instance using Excel or similar software. (D_PCSHEET)<br><i>Restricted to the users of computing devices used to do their main job</i>                                       | Yes                  | 693 | 70%          | 26046 | 66% |
|   | No                   | 302 | 30%          | 13610 | 34% |
|   | Don't know           | 0   | 0%           | 17    | 0%  |
|   | No answer            | 0   | 0%           | 12    | 0%  |
| Did you use any of the computing devices mentioned earlier ...? Work with any specialised, sector or occupation-specific software, for instance for accounting, legal analysis, inventory control, web design, graphic design, customer relationship. (D_PCSPEC)<br><i>Restricted to the users of computing devices used to do their main job</i> | Yes                  | 511 | 51%          | 22092 | 56% |
|   | No                   | 484 | 49%          | 17541 | 44% |
|   | Don't know           | 0   | 0%           | 33    | 0%  |
|   | No answer            | 0   | 0%           | 19    | 0%  |

| Question <sup>52</sup>   |   | Israel |     | EU27 - ESJS2 |     |
|--|---|--------|-----|--------------|-----|
|  |   | Count  | %   | Count        | %   |
| Did you use any of the computing devices from the previous question to do the following activities as part of your main job in the last month? Prepare presentations of your work, for instance using PowerPoint or similar software. (D_PCPPT)<br><i>Restricted to the users of computing devices used to do their main job</i>     | Yes   | 431    | 43% | 16567        | 42% |
|  | No  | 564    | 57% | 23093        | 58% |
|  | Don't know                                  | 0      | 0%  | 13           | 0%  |
|  | No answer                                   | 0      | 0%  | 10           | 0%  |
| Did you use any of the computing devices mentioned earlier to do the following activities as part of your main job in the last month? Write programs or code using a computer language, for instance C++, Python, Java, Visual Basic etc. (D_PCPGR)<br><i>Restricted to the users of computing devices used to do their main job</i> | Yes   | 112    | 11% | 3281         | 8%  |
|  | No  | 884    | 89% | 36352        | 92% |
|  | Don't know                                  | 0      | 0%  | 35           | 0%  |
|  | No answer                                   | 0      | 0%  | 16           | 0%  |
| As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Digital handheld devices, for instance monitors or scanners used for stock control and processing orders. (D_CMSCAN)   | Yes   | 133    | 13% | 7779         | 26% |
|  | No  | 871    | 87% | 22452        | 74% |
|  | Don't know                                  | 0      | 0%  | 1            | 0%  |
|  | No answer                                   | 0      | 0%  | 1            | 0%  |
| As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Robots. (D_CMROB)  | Yes   | 64     | 6%  | 2515         | 8%  |
|  | No  | 940    | 94% | 27717        | 92% |
|  | Don't know                                  | 0      | 0%  | 1            | 0%  |
|  | No answer                                   | 0      | 0%  | 1            | 0%  |
| As part of your main job, did you work with or operate any of the following computerised machinery in the last month? 3D printers. (D_CM3D)  | Yes   | 60     | 6%  | 2648         | 9%  |
|  | No  | 944    | 94% | 27580        | 91% |
|  | Don't know                                  | 0      | 0%  | 1            | 0%  |
|  | No answer                                   | 0      | 0%  | 4            | 0%  |
| As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Computer numerically-controlled (CNC) machine tools, for instance lathes or milling machines. (D_CMCNC)  | Yes   | 44     | 4%  | 2646         | 9%  |
|  | No  | 960    | 96% | 27587        | 91% |
|  | Don't know                                  | 0      | 0%  | 0            | 0%  |
|  | No answer                                   | 0      | 0%  | 0            | 0%  |
| As part of your main job, did you work with or operate any of the following computerised machinery in the last month? Programmable logic operators (PLCs). (D_CMPLC)   | Yes   | 36     | 4%  | 2567         | 8%  |
|  | No  | 968    | 96% | 27661        | 91% |
|  | Don't know                                  | 0      | 0%  | 5            | 0%  |
|  | No answer                                   | 0      | 0%  | 0            | 0%  |
| In the last 12 months/Since you started your main job, did you learn to use any new computer programs or software to do your main job? Please exclude minor or regular updates. (D_CHSFW)<br><i>Restricted to the users of computing devices used to do their main job</i>   | Yes   | 305    | 31% | 14324        | 36% |
|  | No  | 689    | 69% | 25334        | 64% |
|  | Don't know                                  | 2      | 0%  | 24           | 0%  |
|  | No answer                                   | 0      | 0%  | 3            | 0%  |
| Education level mismatch (8 education levels) (E_EDMATCH8)   | Higher education than what the job requires | 375    | 37% | 12345        | 28% |
|  | Same level of education as the job requires | 547    | 55% | 27096        | 61% |
|  | Lower education than what the job requires  | 81     | 8%  | 5333         | 12% |
|  | Unknown                                     | 0      | 0%  | 0            | 0%  |

| Question <sup>52</sup>  |  | Israel |     | EU27 - ESJS2 |     |
|---|--|--------|-----|--------------|-----|
|   |  | Count  | %   | Count        | %   |
| Level of education required for the job: 3 categories (E_REQED3)  | Lower secondary education or below (ISCED 0-2)           | 56     | 6%  | 8775         | 19% |
|   | Upper secondary or post-secondary non-tertiary education | 449    | 45% | 18935        | 42% |
|   | Tertiary education (ISCED 5-8)                           | 499    | 50% | 17097        | 38% |
|   | Don't know/No Answer                                     | 0      | 0%  | 704          | 2%  |
| Considering your main subject or field of study at your highest level of education (business, engineering, health etc.), how relevant is it for doing your main job? (E_HOZMIS)<br><i>Restricted to those with at least upper secondary education</i>             | The job exclusively requires your field                  | 244    | 25% | 7480         | 26% |
|   | The job requires your field or a related field           | 311    | 32% | 11111        | 39% |
|   | The job mostly requires a different field than your own  | 102    | 11% | 3662         | 13% |
|   | The job does not require a specific field                | 308    | 32% | 6211         | 22% |
|   | Don't know   | 1      | 0%  | 155          | 1%  |
|   | No answer  | 0      | 0%  | 29           | 0%  |
| To what extent can you use your current knowledge and skills in your main job? (E_SKILLU)   | Great extent   | 686    | 68% | 13559        | 45% |
|   | Moderate extent  | 225    | 22% | 12334        | 41% |
|   | Small extent   | 54     | 5%  | 3142         | 10% |
|   | Not at all   | 40     | 4%  | 1190         | 4%  |
|   | Don't know   | 0      | 0%  | 6            | 0%  |
|   | No answer  | 0      | 0%  | 2            | 0%  |
| To what extent do you need to further develop your computer/IT skills to do your main job even better? (E_DEFPC)  | Great extent   | 267    | 27% | 5757         | 13% |
|   | Moderate extent  | 332    | 33% | 17663        | 39% |
|   | Small extent   | 236    | 24% | 12715        | 28% |
|   | Not at all   | 168    | 17% | 9268         | 20% |
|   | Don't know   | 1      | 0%  | 85           | 0%  |
|   | No answer  | 0      | 0%  | 23           | 0%  |
| Do you need to further develop any of the following skills to do your main job even better? Numeracy skills, i.e. working with numbers and quantities and doing calculations using maths. (E_DEFNUM)  | Yes  | 322    | 32% | 8959         | 30% |
|   | No   | 682    | 68% | 21272        | 70% |
|   | Don't know   | 0      | 0%  | 2            | 0%  |
|   | No answer  | 0      | 0%  | 0            | 0%  |
| Do you need to further develop any of the following skills to do your main job even better? Social skills, i.e. working with and dealing with co-workers and other people (e.g. customers, clients, students, patients or other members of the public) (E_DEFCOM) | Yes  | 604    | 60% | 14942        | 49% |
|   | No   | 400    | 40% | 15289        | 51% |
|   | Don't know   | 0      | 0%  | 1            | 0%  |
|   | No answer  | 0      | 0%  | 0            | 0%  |
| Technical skills or job-specific skills e.g. engine repair if you are a mechanic, applying accountancy rules if accountant, using design software if graphic designer, using programming software if computer scientist etc. (E_DEFJOB)                           | Yes  | 382    | 38% | 12002        | 40% |
|   | No   | 622    | 62% | 18207        | 60% |
|   | Don't know   | 0      | 0%  | 15           | 0%  |
|   | No answer  | 0      | 0%  | 9            | 0%  |

| Question <sup>52</sup>   |                         | Israel |     | EU27 - ESJS2 |     |
|--|-------------------------|--------|-----|--------------|-----|
|  |                         | Count  | %   | Count        | %   |
| Do you think there is any chance at all of you losing your main job in the next 12 months? (F_LOSEJOB)   | Yes, a very high chance | 50     | 5%  | 2980         | 7%  |
|  | Yes, some chance        | 387    | 39% | 14269        | 31% |
|  | No chance at all        | 566    | 56% | 27942        | 61% |
|  | Don't know              | 2      | 0%  | 277          | 1%  |
|  | No answer               | 0      | 0%  | 43           | 0%  |
| To what extent do you think new digital or computer technologies in your company or organisation...? ...can or will do part or all of your main job. (F_DISPLJOB)  | Great extent            | 106    | 11% | 3657         | 8%  |
|  | Moderate extent         | 269    | 27% | 12576        | 28% |
|  | Small extent            | 299    | 30% | 13803        | 30% |
|  | Not at all              | 330    | 33% | 15326        | 34% |
|  | Don't know              | 0      | 0%  | 115          | 0%  |
|  | No answer               | 0      | 0%  | 34           | 0%  |
| To what extent do you think new digital or computer technologies in your company or organisation...? ...need or will need new knowledge and skills you currently do not have. (F_DISPLSKILL)   | Great extent            | 106    | 11% | 4326         | 10% |
|  | Moderate extent         | 337    | 34% | 15891        | 35% |
|  | Small extent            | 328    | 33% | 16431        | 36% |
|  | Not at all              | 233    | 23% | 8580         | 19% |
|  | Don't know              | 0      | 0%  | 240          | 1%  |
|  | No answer               | 0      | 0%  | 43           | 0%  |
| Courses: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINCOU)   | Yes                     | 415    | 41% | 17874        | 39% |
|  | No                      | 589    | 59% | 27616        | 61% |
|  | Don't know              | 0      | 0%  | 12           | 0%  |
|  | No answer               | 0      | 0%  | 8            | 0%  |
| Workshops or seminars: In the last 12 months, have you participated in any of the following education or training activities to learn new job-related skills? (E_TRAINSEM)   | Yes                     | 389    | 39% | 14801        | 33% |
|  | No                      | 615    | 61% | 30671        | 67% |
|  | Don't know              | 0      | 0%  | 27           | 0%  |
|  | No answer               | 0      | 0%  | 13           | 0%  |
| On the job training with the support of a designated trainer, for instance a supervisor/foreman, co-worker, consultant or other professional: In the last 12 months, have you participated in any of the following education or training activities (E_TRAINOJT) | Yes                     | 345    | 34% | 18202        | 40% |
|  | No                      | 659    | 66% | 27270        | 60% |
|  | Don't know              | 0      | 0%  | 20           | 0%  |
|  | No answer               | 0      | 0%  | 19           | 0%  |