

[IO1 Innovative methodology - Survey Analysis Report]



No One
Behind

**IO1 Innovative methodology for educating
and training adults from rural zone to
improve their digital and ICT skills**

Survey Analysis Report

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Circulation: Public

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Doc. Ref.:

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Consisting of:

- North-East Regional Development Agency (NERDA)
- Eurocrea Merchant
- Inova+ Innovation Services
- Local Development Association ECO LAND
- IDEC
- European E-learning Institute EUEI
- Atermon B.V.

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DOCUMENT HISTORY

Version No.	Date	Description
V2	15/03/2021	Final Version

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Abbreviations and Acronyms

Abbreviation	Full name
Acronym	Full name
EACEA	Education, Audiovisual and Culture Executive Agency
EC	European Commission
EU	European Union
GA	Grant Agreement
HEI	Higher Education Institution
ICT	Information and Communication Technologies
PC	Project Coordinator
WP	Work Package

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I. Introduction

This document is carried out under the Erasmus+ No One Behind project which aims to improve the digital competences of adults living in rural areas, promoting their access to lifelong learning activities and motivating them to start learning, as well as connecting with individuals, groups and organizations willing to help more adults strengthen their digital skills.

One of the milestones of the project methodology is the idea of developing products that are the best suited to the needs of the target group identified. The consortium has already conducted a detailed analysis of the state of the art and training needs at proposal stage, thanks also to the documents issued by the European Commission.

However, a survey research proves to be necessary because there are no data specifically referring to adults living in rural areas' skill gaps in relation to DigComp¹ 5 areas of competences (*information processing, communication, content creation, security and problem solving*) and the most needed competences for adults living in rural areas.

Two different types of the questionnaire were distributed to adult students and adult educators and stakeholders to analyse the importance and the level of digital competences in each target group.

In total 148 adult learners and 158 adult educators and stakeholders from 5 European countries took part in the survey. All partners have reached the number of participants needed to develop an analysis that can be profitable for the project. The aim was to collect in total at least 20 answers for both surveys. Each partner has distributed the questionnaires to the target groups in their national language. Except for Denmark which has distributed the questionnaires in English.

This document is divided into three main parts:

- I. The first part is dedicated to the analysis of the data collected by the survey of adult learners. The aim is to evaluate their level of knowledge of the competences of the five areas of DigComp and the level of importance that they assign to the same competences.
- II. The second part is dedicated to the data collected by the survey of educators and stakeholders. We have asked people that work every day with adult learners what digital competences are the most important to their students.
- III. The last part is dedicated to a comparative analysis among countries.

¹ The DigComp was first published in 2013, as a reference framework to support the development of digital competence of individuals in Europe. It describes which competences are needed today to use digital technologies in a confident, critical, collaborative and creative way to achieve goals related to work, learning, leisure, inclusion and participation in our digital society.

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I. Target Group Survey: Questionnaire for Adult Learners

2.1 Denmark

In Denmark, **6 adult learners** answered this questionnaire.

Two of them have between 25 and 35 years.

Four of them have between 35 and 50.

No one has over fifty years.

Over 66.67% of respondents have a Higher education level.

Most of them, 66,67% are not included in a formal, non-formal or informal education programme for adults.

60% of adults who responded to the questionnaire said they use digital technologies "very often" in their everyday activities and 50% of them consider to have a "very good" level of knowledge and skills in using digital devices.

Half of them don't know any course in digital skills addressed to adult learners in their region, community or country, but they expressed their interest to participate in an online educational program, 100% of them answered "yes" to the question.

In terms of knowledge of the DigComp (The Digital Competence Framework for Citizens) the adult learners are perfectly divided. 50% know this document, the other 50% don't.

Adult learners responded to questions to test their degree of knowledge of the different skills of Digicomp: the results are interesting.

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The level of participants with the following digital competences is as follows:

INFORMATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Evaluating data, information and digital content	0.00% 0	25.00% 1	25.00% 1	25.00% 1	25.00% 1	4	3.50
Managing data, information and digital content	0.00% 0	33.33% 2	0.00% 0	66.67% 4	0.00% 0	6	3.33

If we analyze the data collected, we can see that the level of this area of competence is quite high between participants.

The highest levels of knowledge are located in the "browsing, searching and filtering data, information and digital content" where 50% of respondents having an excellent level. In "evaluating data, information and digital content" we are a regular distribution between levels and in "Managing data, information and digital content" we notice a distinct gap: 66,67% of respondents having a very good level and 33,33% a low level. 3,33, with 66,67% of respondents having a very good level.

COMMUNICATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Sharing through digital technologies	0.00% 0	16.67% 1	16.67% 1	16.67% 1	50.00% 3	6	4.00
Engaging in citizenship through digital technologies	33.33% 2	16.67% 1	33.33% 2	0.00% 0	16.67% 1	6	2.50
Collaborating through digital technologies	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	6	3.17
Managing digital identities	16.67% 1	0.00% 0	33.33% 2	33.33% 2	16.67% 1	6	3.33

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If we analyse the results the competences that have a higher level among the participants are: "Interacting through digital technologies" and "Sharing through digital technologies", where 50% of respondents having an excellent level. Among the lowest data, we find the competence "Engaging in citizenship through digital technologies", where 33,33% of respondents having a very low level.

CONTENT CREATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	0.00% 0	33.33% 2	16.67% 1	50.00% 3	0.00% 0	6	3.17
Integrating and re-elaborating digital content	16.67% 1	16.67% 1	50.00% 3	16.67% 1	0.00% 0	6	2.67
Copyright and licences	50.00% 3	0.00% 0	16.67% 1	16.67% 1	16.67% 1	6	2.50
Programming	66.67% 4	0.00% 0	33.33% 2	0.00% 0	0.00% 0	6	1.67

The table reveals some interesting data. We have very low levels of knowledge in this area of competences. 50,00% of participants consider being a very low level of "Copyright and licences" and 66,67% having a very low level in "Programming".

SAFETY

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	6	3.17
Protecting personal data and privacy	0.00% 0	16.67% 1	16.67% 1	50.00% 3	16.67% 1	6	3.67
Protecting health and well-being	0.00% 0	16.67% 1	33.33% 2	50.00% 3	0.00% 0	6	3.33
Protecting the environment	16.67% 1	50.00% 3	0.00% 0	33.33% 2	0.00% 0	6	2.50

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In this area of competence, we notice that the level of competence is homogeneous in the middle areas: there are no high percentages either on the lower levels or on higher levels. The only low data are those of "Protecting the environment" where 16,67% of participants having a very low level and 50% having a low level.

PROBLEM SOLVING

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Solving technical problems	16.67% 1	16.67% 1	50.00% 3	16.67% 1	0.00% 0	6	2.67
Identifying needs and technological responses	16.67% 1	16.67% 1	50.00% 3	0.00% 0	16.67% 1	6	2.83
Creatively using digital technologies	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
Identifying digital competence gaps	16.67% 1	16.67% 1	33.33% 2	33.33% 2	0.00% 0	6	2.83

In this area of competences, the highest percentages are registered at the fair level.

At this point, we have to compare the level of competences that the participants have declared to have for each of the competences of the DigComp with the level of importance that they give to each of the same competences.

Most of the people who responded to the questionnaire felt that all competences in the "information" area were important to know.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	16.67% 1	0.00% 0	16.67% 1	66.67% 4	6	4.33
Evaluating data, information and digital content	0.00% 0	0.00% 0	33.33% 2	66.67% 4	0.00% 0	6	3.67
Managing data, information and digital content	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2	5	4.40

The area of competence dedicated to "digital content creation" has very low data compared to other areas, especially with regard to programming.

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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	16.67% 1	0.00% 0	0.00% 0	50.00% 3	33.33% 2	6	3.83
Integrating and re-elaborating digital content	0.00% 0	0.00% 0	33.33% 2	33.33% 2	33.33% 2	6	4.00
Copyright and licences	16.67% 1	0.00% 0	33.33% 2	50.00% 3	0.00% 0	6	3.17
Programming	20.00% 1	20.00% 1	40.00% 2	0.00% 0	20.00% 1	5	2.80

The "safety" competence area has higher percentages in the highest levels; this means that participants consider these competences very important.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	16.67% 1	0.00% 0	0.00% 0	50.00% 3	33.33% 2	6	3.83
Protecting personal data and privacy	0.00% 0	0.00% 0	33.33% 2	16.67% 1	50.00% 3	6	4.17
Protecting health and well-being	0.00% 0	0.00% 0	50.00% 3	0.00% 0	50.00% 3	6	4.00
Protecting the environment	0.00% 0	33.33% 2	16.67% 1	33.33% 2	16.67% 1	6	3.33

In conclusion, people who responded to the survey in Denmark often use basic technologies, with more knowledge than in browsing and searching areas and content exchange and a much lower level on more technical competences such as programming or content development. Many people who participated in the survey didn't know adult education programs but all responded that they would like to participate. This information is very important because it shows that often people do not enroll on courses because they do not know that they exist.

2.2 Greece

In Greece, **55 adult learners** answered this questionnaire.

Twenty-two of them have between 25 and 35 years.

Seventeen of them have between 35 and 50.

Ten of them have between 50 and 60.

Six have over sixty years.

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45,45% of people have a secondary education and over 50.91% of respondents have a Higher education level and above.

Most of them, 87,27% are not included in a formal, non-formal or informal education programme for adults.

72,73% of adults who responded to the questionnaire said they use digital technologies "very often" in their everyday activities and 42,27% of them consider to have a "good" level of knowledge and skills in using digital devices.

Only 14,55% know some course in digital skills addressed to adult learners in their region, community or country, but 38,18% maybe know a course.

Most of them expressed their interest to participate in an online educational program, 60% of them answered "yes" to the question.

All participants declare to ignore what the DigComp (The Digital Competence Framework for Citizens) is.

The level of participants with the following digital competences is as follows:

INFORMATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	10.00% 5	6.00% 3	26.00% 13	28.00% 14	30.00% 15	50	3.62
Evaluating data, information and digital content	12.24% 6	6.12% 3	36.73% 18	26.53% 13	18.37% 9	49	3.33
Managing data, information and digital content	14.00% 7	14.00% 7	34.00% 17	18.00% 9	20.00% 10	50	3.16

The ability of the participants in this area of competences are well distributed across all levels, which mean that no level predominates over the others in the responses of participants.

The highest levels of ability are located in "Evaluating data, information and digital content" where 36,73% of respondents having a fair level. Same for "Managing data, information and digital content" where 34,00% of participants having a fair level.

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COMMUNICATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	8.00% 4	0.00% 0	30.00% 15	28.00% 14	34.00% 17	50	3.80
Sharing through digital technologies	2.08% 1	12.50% 6	27.08% 13	35.42% 17	22.92% 11	48	3.65
Engaging in citizenship through digital technologies	8.16% 4	16.33% 8	26.53% 13	22.45% 11	26.53% 13	49	3.43
Collaborating through digital technologies	6.12% 3	16.33% 8	34.69% 17	24.49% 12	18.37% 9	49	3.33
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	4.00% 2	14.00% 7	22.00% 11	32.00% 16	28.00% 14	50	3.66
Managing digital identities	4.26% 2	14.89% 7	34.04% 16	27.66% 13	19.15% 9	47	3.43

The data of this area of competence reveal the answers distributed on all levels, with a majority of responses to the medium-high level. 16,33% of participants having a low level in "Engaging in citizenship through digital technologies" and "Collaborating through digital technologies".

CONTENT CREATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	14.29% 7	20.41% 10	30.61% 15	16.33% 8	18.37% 9	49	3.04
Integrating and re-elaborating digital content	16.67% 8	18.75% 9	29.17% 14	20.83% 10	14.58% 7	48	2.98
Copyright and licences	14.29% 7	24.49% 12	24.49% 12	26.53% 13	10.20% 5	49	2.94
Programming	36.17% 17	21.28% 10	25.53% 12	2.13% 1	14.89% 7	47	2.38

The data of this area of competence, reveal the answers distributed on all levels, with a majority of responses to the medium-low level.

If we look at the data related to "content creation", the levels of abilities declared are very low, in particular, the one related to programming, in which 36,17% of the participants having a very low level.

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If we analyze the data related to the answers on the importance of the competences for the area of competence, we can observe that the participants consider very important the knowledge of the "information" area. 47,73% consider the knowledge of "Browsing, searching and filtering data, information and digital content" very important and 40.91% consider "Evaluating data, information and digital content" very important.

Also for the area of "communication", the participants have responded with very high levels, considering these competences important. 54,55% consider "Interacting through digital technologies" very important and in the same way, 52,27% consider "Netiquette" very important.

Although the answers are distributed on all levels, in "safety" we find most of the answers on the high levels, a sign that people give a lot of importance to this area of competence, a very high percentage (59.09%) of participants consider the competence "Protecting personal data and privacy" very important.

2.3 Italy

In Italy, **14 adult learners** answered this questionnaire.

Six of them have between 25 and 35 years.

Two of them have between 35 and 50.

1 of them have between 50 and 60.

Five have over sixty years.

Over 78.57% of respondents have a Higher education level.

Most of them, 71,43% are not included in a formal, non-formal or informal education programme for adults.

78,57% of adults who responded to the questionnaire said they use digital technologies "very often" in their everyday activities and most of them consider to have a "good" level of knowledge and skills in using digital devices.

Most of them (78,57%) don't know any course in digital skills addressed to adult learners in their region, community or country, but they expressed their interest to participate in an online educational program, 71,43% of them answered "yes" to the question.

In terms of knowledge of the DigComp (The Digital Competence Framework for Citizens) most of participants (92,31%) do not know this instrument.

The level of participants with the following digital competences is as follows:

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INFORMATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	0.00% 0	23.08% 3	30.77% 4	46.15% 6	13	4.23
Evaluating data, information and digital content	0.00% 0	15.38% 2	30.77% 4	38.46% 5	15.38% 2	13	3.54
Managing data, information and digital content	0.00% 0	15.38% 2	46.15% 6	23.08% 3	15.38% 2	13	3.38

The percentage of responses of Italian participants reveals a medium level of competence in the area of "Information". 46,15% of respondents having a very good level in "Browsing, searching and filtering data, information and digital content". The level in "Managing data, information and digital content" is lower: 46,15% of participants having a fair level.

COMMUNICATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	4.33
Sharing through digital technologies	0.00% 0	16.67% 1	16.67% 1	16.67% 1	50.00% 3	6	4.00
Engaging in citizenship through digital technologies	33.33% 2	16.67% 1	33.33% 2	0.00% 0	16.67% 1	6	2.50
Collaborating through digital technologies	0.00% 0	0.00% 0	66.67% 4	16.67% 1	16.67% 1	6	3.50
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	0.00% 0	16.67% 1	50.00% 3	33.33% 2	0.00% 0	6	3.17
Managing digital identities	16.67% 1	0.00% 0	33.33% 2	33.33% 2	16.67% 1	6	3.33

In this area of competence, the level of respondents is homogeneous. Among the lowest data, we find the competences in "Engaging in citizenship through digital technologies" and "Netiquette", respectively with 30.77% and 38.46% of participants who said they had a low level of ability in these competences.

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CONTENT CREATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	15.38% 2	30.77% 4	15.38% 2	7.69% 1	30.77% 4	13	3.08
Integrating and re-elaborating digital content	25.00% 3	8.33% 1	33.33% 4	16.67% 2	16.67% 2	12	2.92
Copyright and licences	25.00% 3	25.00% 3	33.33% 4	8.33% 1	8.33% 1	12	2.50
Programming	53.85% 7	15.38% 2	15.38% 2	7.69% 1	7.69% 1	13	2.00

This area of competence records a high percentage of people who declare to have few competences in this field. In particular, if we look at the skills "Integrating and re-elaborating digital content" and "Copyright and licences" we can observe that 25% of participants having the lowest level. The lowest value is linked to "programming" in which 53.85% of participants declared to have the lowest level of ability in this competence.

SAFETY

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	30.77% 4	15.38% 2	30.77% 4	15.38% 2	7.69% 1	13	2.54
Protecting personal data and privacy	38.46% 5	15.38% 2	23.08% 3	15.38% 2	7.69% 1	13	2.38
Protecting health and well-being	23.08% 3	15.38% 2	30.77% 4	23.08% 3	7.69% 1	13	2.77
Protecting the environment	23.08% 3	15.38% 2	30.77% 4	23.08% 3	7.69% 1	13	2.77

Regarding the answers in the "safety" area of competence, most of the participants replied to have a very low or low level in these competences. In particular, 30.77% declared to have a very low level in "Protecting devices" and 38,46% the same low level in "Protecting personal data and privacy".

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PROBLEM SOLVING

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Solving technical problems	38.46% 5	15.38% 2	23.08% 3	7.69% 1	15.38% 2	13	2.46
Identifying needs and technological responses	15.38% 2	46.15% 6	30.77% 4	7.69% 1	0.00% 0	13	2.31
Creatively using digital technologies	23.08% 3	7.69% 1	46.15% 6	15.38% 2	7.69% 1	13	2.77
Identifying digital competence gaps	25.00% 3	8.33% 1	50.00% 6	16.67% 2	0.00% 0	12	2.58

Regarding the area of competence "problem solving" we can observe a low percentage from the highest levels. In particular, the lower level is located in "solving technical problems" where 38.46% of participants having a very low level and in "identifying needs and technological responses" where 46.15% of respondents having a low level.

Looking at the second part of the questionnaire, in general, the respondents consider the digital competences very useful, with some exceptions. One of the competences that the participants consider most useful is "Browsing, searching and filtering data, information and digital content": 53.85% of the answerer assigned the highest level to this competence.

The data of the area of competence called "Communication" register a high percentage in the following competences: "Sharing through digital technologies" where 46,15% of respondents have conferred the maximum score and in "Netiquette" where 46,15% of participants indicate this competence as important.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	7.69% 1	23.08% 3	30.77% 4	38.46% 5	13	4.00
Sharing through digital technologies	0.00% 0	0.00% 0	23.08% 3	30.77% 4	46.15% 6	13	4.23
Engaging in citizenship through digital technologies	7.69% 1	0.00% 0	38.46% 5	15.38% 2	38.46% 5	13	3.77
Collaborating through digital technologies	0.00% 0	7.69% 1	23.08% 3	38.46% 5	30.77% 4	13	3.92
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	0.00% 0	7.69% 1	7.69% 1	46.15% 6	38.46% 5	13	4.15
Managing digital identities	8.33% 1	0.00% 0	33.33% 4	25.00% 3	33.33% 4	12	3.75

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In conclusion, the Italians who were involved in this survey declare that they use digital technologies very often but that they are interested to enroll on an online education program to improve their skills. Participants consider having a good level especially in some competences such as "Browsing, searching and filtering data, information and digital content". They consider having low levels in "programming" and in general, in the area of competence regarding "safety". The knowledge that they consider more important is related to the competence of browsing and sharing through digital technologies and interact with the citizens.

2.1 Portugal

In Portugal, **13 adult learners** answered this questionnaire.

Three of them have between 25 and 35 years.

Nine of them have between 35 and 49.

One of them have between 50 and 60.

No one has over sixty years.

38.46% of respondents have a low education level (primary and secondary education).

Most of them, 76,92% are included in a formal, non-formal or informal education programme for adults.

53,85% of adults who responded to the questionnaire said they use digital technologies "very often" in their everyday activities and 46,15% of them consider to have a "medium" level of knowledge and skills in using digital devices.

More than half of them don't know any course in digital skills addressed to adult learners in their region, community or country, but they expressed their interest to participate in an online educational program, 69,23% of them answered "yes" to the question.

Most of the participants declare to ignore what is the DigComp (The Digital Competence Framework for Citizens).

The level of participants with the following digital competences is as follows:

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INFORMATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	8.33% 1	0.00% 0	25.00% 3	41.67% 5	25.00% 3	12	3.75
Evaluating data, information and digital content	8.33% 1	8.33% 1	25.00% 3	33.33% 4	25.00% 3	12	3.58
Managing data, information and digital content	8.33% 1	8.33% 1	25.00% 3	33.33% 4	25.00% 3	12	3.58

If we analyze the data collected, we can see that the level of this area of competence is quite high between participants.

The highest levels of knowledge are located in the "browsing, searching and filtering data, information and digital content" where 41,67% of respondents having a very good level. In "evaluating data, information and digital content" and in "Managing data, information and digital content" we notice the same percentage (33,33%) in the very good level.

COMMUNICATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	8.33% 1	16.67% 2	41.67% 5	33.33% 4	12	4.00
Sharing through digital technologies	0.00% 0	16.67% 2	25.00% 3	41.67% 5	16.67% 2	12	3.58
Engaging in citizenship through digital technologies	0.00% 0	8.33% 1	33.33% 4	33.33% 4	25.00% 3	12	3.75
Collaborating through digital technologies	16.67% 2	16.67% 2	25.00% 3	16.67% 2	25.00% 3	12	3.17
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	8.33% 1	0.00% 0	33.33% 4	33.33% 4	25.00% 3	12	3.67
Managing digital identities	8.33% 1	8.33% 1	41.67% 5	16.67% 2	25.00% 3	12	3.42

If we analyse the results in this area of competence, we can notice that in general the respondents having a medium level in these competences.

41,67% of participants having a very good level in "Interacting through digital technologies" and in "Sharing through digital technologies".

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[IO1 Innovative methodology - Survey Analysis Report]

CONTENT CREATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	8.33% 1	25.00% 3	50.00% 6	8.33% 1	8.33% 1	12	2.83
Integrating and re-elaborating digital content	16.67% 2	25.00% 3	41.67% 5	8.33% 1	8.33% 1	12	2.67
Copyright and licences	16.67% 2	16.67% 2	33.33% 4	8.33% 1	25.00% 3	12	3.08
Programming	33.33% 4	16.67% 2	41.67% 5	0.00% 0	8.33% 1	12	2.33

Most of the participants have a fair level for this area of competence. 50,00% in "Developing digital content" and 41.67% in "Integrating and re-elaborating digital content". The lowest value is linked to "programming" in which 33,33% of participants declared to have the lowest level of ability in this competence.

SAFETY

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	25.00% 3	8.33% 1	41.67% 5	8.33% 1	16.67% 2	12	2.83
Protecting personal data and privacy	16.67% 2	8.33% 1	33.33% 4	8.33% 1	33.33% 4	12	3.33
Protecting health and well-being	8.33% 1	0.00% 0	41.67% 5	25.00% 3	25.00% 3	12	3.58
Protecting the environment	8.33% 1	0.00% 0	41.67% 5	16.67% 2	33.33% 4	12	3.67

Regarding the answers in the "safety" area of competence, most of the participants replied to have a low or fair level in these competences. In particular, 25,00% declared to have a very low level in "Protecting devices". The other competences have a higher percentage of answers at the fair level.

Looking at the second part of the questionnaire, in general, the respondents consider the digital competences very useful, especially in some areas of competence rather than in others.

The area of competence called Information has a high rate of answers in the high levels.

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[IO1 Innovative methodology - Survey Analysis Report]

Content creation's area of competence has relevant percentages in the lowest levels. This means that people do not consider the competences of this area so important.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	20.00% 2	0.00% 0	50.00% 5	10.00% 1	20.00% 2	10	3.10
Integrating and re-elaborating digital content	20.00% 2	0.00% 0	40.00% 4	20.00% 2	20.00% 2	10	3.20
Copyright and licences	20.00% 2	0.00% 0	30.00% 3	20.00% 2	30.00% 3	10	3.40
Programming	30.00% 3	10.00% 1	40.00% 4	0.00% 0	20.00% 2	10	2.70

If we analyze the data in the table we can see that 20,00% of the respondents consider the competences "Developing digital content" and "Integrating and re-elaborating digital content" of very low value. The lowest level regards the competence of "programming" with a percentage of 30,00%.

Safety's area of competence has relevant percentages in the highest levels. In particular, 60,00% of respondents think that the competence "Protecting personal data and privacy" is very important.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	30.00% 3	0.00% 0	20.00% 2	10.00% 1	40.00% 4	10	3.30
Protecting personal data and privacy	10.00% 1	0.00% 0	20.00% 2	10.00% 1	60.00% 6	10	4.10
Protecting health and well-being	10.00% 1	0.00% 0	20.00% 2	40.00% 4	30.00% 3	10	3.80
Protecting the environment	10.00% 1	0.00% 0	30.00% 3	20.00% 2	40.00% 4	10	3.80

The Problem solving area of competence has relevant percentages in the lowest levels. In particular, all the competences in this area having 30,00% of answers in the lowest level.

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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Solving technical problems	30.00% 3	10.00% 1	30.00% 3	20.00% 2	10.00% 1	10	2.70
Identifying needs and technological responses	30.00% 3	0.00% 0	30.00% 3	20.00% 2	20.00% 2	10	3.00
Creatively using digital technologies	30.00% 3	10.00% 1	30.00% 3	10.00% 1	20.00% 2	10	2.80
Identifying digital competence gaps	30.00% 3	10.00% 1	30.00% 3	10.00% 1	20.00% 2	10	2.80

In Portugal, a high percentage of respondents have a low education level, but most of them are included in a formal, non-formal or informal education programme for adults. Although most respondents use digital technologies very often, most of them declare to have an average level of knowledge and skills in using digital devices. If we compare the different data we can see that, in general, the level of skills that the participants declare to have compared to the competences is medium and that there are some competences that they consider much more important than others.

2.1 Romania

In Romania, **60 adult learners** answered this questionnaire.

Twelve of them have between 25 and 35 years.

Twenty-four of them have between 35 and 50.

Sixteen of them have between 50 and 60.

Eight of them have over sixty years.

50% of respondents have a secondary education and 45% have a high level of education.

Most of them, 95,00% are not included in a formal, non-formal or informal education programme for adults.

43,10% of adults who responded to the questionnaire said they use digital technologies "very often" in their everyday activities and 58,33% of them consider to have a "medium" level of knowledge and skills in using digital devices.

More than half of them don't know any course in digital skills addressed to adult learners in their region, community or country, but a part of them expressed their interest to participate in an online educational program, 42,37% of them answered "yes" to the question.

Most of the participants declare to ignore what is the DigComp (The Digital Competence Framework for Citizens).

The level of participants with the following digital competences is as follows:

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[IO1 Innovative methodology - Survey Analysis Report]

INFORMATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	5.56% 3	27.78% 15	29.63% 16	18.52% 10	18.52% 10	54	3.17
Evaluating data, information and digital content	5.56% 3	27.78% 15	31.48% 17	18.52% 10	16.67% 9	54	3.13
Managing data, information and digital content	7.69% 4	26.92% 14	30.77% 16	21.15% 11	13.46% 7	52	3.06

Observing the collected data, the percentage of responses of participants reveals a medium-low level of competence in the area of "Information". 29,63% of respondents having a fair level in "Browsing, searching and filtering data, information and digital content". 31,48% of participants having a fair level in "Evaluating data, information and digital content" and at the same level 30,77% of participants in "Managing data, information and digital content".

COMMUNICATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	10.91% 6	25.45% 14	27.27% 15	20.00% 11	16.36% 9	55	3.05
Sharing through digital technologies	13.73% 7	33.33% 17	19.61% 10	13.73% 7	19.61% 10	51	2.92
Engaging in citizenship through digital technologies	12.96% 7	31.48% 17	25.93% 14	22.22% 12	7.41% 4	54	2.80
Collaborating through digital technologies	9.80% 5	37.25% 19	17.65% 9	21.57% 11	13.73% 7	51	2.92
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	11.76% 6	33.33% 17	19.61% 10	23.53% 12	11.76% 6	51	2.90
Managing digital identities	8.16% 4	30.61% 15	26.53% 13	20.41% 10	14.29% 7	49	3.02

Observing the collected data, the percentage of responses of participants reveals a low level of competence in the area of "Communication".

37,25% of respondents having a low level in "Collaborating through digital technologies". 33,33% of respondents having a low level in "Sharing through digital technologies" and "Netiquette".

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[IO1 Innovative methodology - Survey Analysis Report]

CONTENT CREATION

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Developing digital content	27.45% 14	33.33% 17	19.61% 10	13.73% 7	5.88% 3	51	2.37
Integrating and re-elaborating digital content	25.00% 13	36.54% 19	17.31% 9	15.38% 8	5.77% 3	52	2.40
Copyright and licences	38.46% 20	28.85% 15	13.46% 7	13.46% 7	5.77% 3	52	2.19
Programming	47.06% 24	27.45% 14	15.69% 8	5.88% 3	3.92% 2	51	1.92

Most of the participants have low levels for this area of competence. 38,46% of respondents having a very low level in "Copyright and licences" and 47.06% having a very low level in "Programming".

PROBLEM SOLVING

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Solving technical problems	38.46% 20	17.31% 9	25.00% 13	13.46% 7	5.77% 3	52	2.31
Identifying needs and technological responses	32.69% 17	28.85% 15	19.23% 10	13.46% 7	5.77% 3	52	2.31
Creatively using digital technologies	26.92% 14	30.77% 16	21.15% 11	13.46% 7	7.69% 4	52	2.44
Identifying digital competence gaps	26.92% 14	40.38% 21	15.38% 8	13.46% 7	3.85% 2	52	2.27

Observing the collected data, the percentage of responses of participants reveals a low level of competence in the area of "Problem Solving". If we study all the data that are in the table, we can see that the percentages are very high at the lower levels.

38.46% of respondents having a very low level in "Solving technical problems" and 40.38% having a low level in "Identifying digital competence gaps".

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Looking at the second part of the questionnaire, in general, the respondents consider the digital competences useful, although in some cases there are many answers even at the lowest levels, which indicate that the respondents do not all agree on the importance of digital competences.

One of the competences that the participants consider most useful is "Browsing, searching and filtering data, information and digital content": 41,51% of the answerer assign a high level to this competence. The participants consider important the "Evaluating data, information and digital content" where 45,28% of participants consider this competence at a high level.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	11.32% 6	9.43% 5	41.51% 22	37.74% 20	53	4.06
Evaluating data, information and digital content	0.00% 0	13.21% 7	7.55% 4	45.28% 24	33.96% 18	53	4.00
Managing data, information and digital content	0.00% 0	16.00% 8	14.00% 7	38.00% 19	32.00% 16	50	3.86

In the competence's area of Communication, we can notice a high percentage of responses that consider these competences important.

At level 4 are registered the most part of answered with a percentage around 30% and more for each competences.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	2.00% 1	12.00% 6	20.00% 10	38.00% 19	28.00% 14	50	3.78
Sharing through digital technologies	4.00% 2	16.00% 8	20.00% 10	36.00% 18	24.00% 12	50	3.60
Engaging in citizenship through digital technologies	3.92% 2	11.76% 6	25.49% 13	37.25% 19	21.57% 11	51	3.61
Collaborating through digital technologies	2.00% 1	8.00% 4	32.00% 16	32.00% 16	26.00% 13	50	3.72
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	2.04% 1	10.20% 5	26.53% 13	32.65% 16	28.57% 14	49	3.76
Managing digital identities	4.08% 2	12.24% 6	24.49% 12	32.65% 16	26.53% 13	49	3.65

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Concerning the Safety competence's area, the participants consider these competences extremely important.

The percentages more relevant are at the highest level. In particular, we can notice 47,17% of respondents consider very important the competence of "Protecting the environment".

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Protecting devices	8.00% 4	28.00% 14	18.00% 9	18.00% 9	28.00% 14	50	3.30
Protecting personal data and privacy	7.69% 4	19.23% 10	19.23% 10	23.08% 12	30.77% 16	52	3.50
Protecting health and well-being	7.55% 4	20.75% 11	5.66% 3	22.64% 12	43.40% 23	53	3.74
Protecting the environment	7.55% 4	18.87% 10	9.43% 5	16.98% 9	47.17% 25	53	3.77

In Romania, we still have a large percentage of people who do not use digital technologies very often and consider their own level of knowledge and skills in using digital devices satisfactory but only a few of them consider it good or excellent. Most of the participants are not included in a formal, non-formal or informal education programme for adults.

If we compare the different data, in general, the respondents answered with average percentages in the intermediate level of digital competences, save for some exceptions such as high percentages in the lower levels of the competence's area of content creation.

[IO1 Innovative methodology - Survey Analysis Report]

II. Target Group Survey: Questionnaire for Adult educators and stakeholders

3.1 Denmark

In Denmark, **14 adult educators and stakeholders** answered this questionnaire.

Half of them work as Adult education provider.

Most of them do not have experience in training and educating adults, only 42,86% have experience in this field. Most of the respondents who said "yes" have more than ten years of experience in educating and educating adults.

Most of the respondents in the questionnaire estimate that digital skills in their job are important. 46,15% answered with the maximum score on this question.

42,86% of participants have already heard about the "DigComp (The Digital Competence Framework for Citizens)". 85,71% of people that answered with "yes" in the previous question affirm to adopt it to teach and/or assess the digital competences of their learners.

In general, the respondents consider digital competences important for adult learners. Analyzing the data, we can see that some competences are more important than others.

Skills in the competence's area of Information are considered averagely important for adult learners.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	0.00% 0	28.57% 4	42.86% 6	28.57% 4	14	4.00
Evaluating data, information and digital content	0.00% 0	14.29% 2	42.86% 6	35.71% 5	7.14% 1	14	3.36
Managing data, information and digital content	7.14% 1	7.14% 1	35.71% 5	28.57% 4	21.43% 3	14	3.50

In the Communication area, the respondents have placed a very high value on these competences. Except for "Managing digital identities" where 50% of respondents have assigned an average score to this competence.

[IO1 Innovative methodology - Survey Analysis Report]

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	7.14% 1	7.14% 1	21.43% 3	14.29% 2	50.00% 7	14	3.93
Sharing through digital technologies	0.00% 0	0.00% 0	14.29% 2	50.00% 7	35.71% 5	14	4.21
Engaging in citizenship through digital technologies	0.00% 0	14.29% 2	7.14% 1	57.14% 8	21.43% 3	14	3.86
Collaborating through digital technologies	0.00% 0	7.14% 1	21.43% 3	21.43% 3	50.00% 7	14	4.14
Netiquette, i.e., being aware that when using digital tools, certain communication rules apply (e.g., when commenting, sharing personal information)	0.00% 0	0.00% 0	35.71% 5	42.86% 6	21.43% 3	14	3.86
Managing digital identities	7.14% 1	7.14% 1	50.00% 7	21.43% 3	14.29% 2	14	3.29

In the area of Content Creation, we find very high percentages in the lower levels, this means that people who replied to the questionnaire do not think that these competences are so important for adult learners.

	1	2	3	4	5	TOTAL
Developing digital content	7.14% 1	14.29% 2	28.57% 4	28.57% 4	21.43% 3	14
Integrating and re-elaborating digital content	14.29% 2	7.14% 1	42.86% 6	21.43% 3	14.29% 2	14
Copyright and licences	7.14% 1	35.71% 5	14.29% 2	28.57% 4	14.29% 2	14
Programming	7.14% 1	35.71% 5	14.29% 2	21.43% 3	21.43% 3	14

35,71% of respondents assign a low level to "Copyright and licences" and "Programming".

In the competence's area of "Safety", data shows that there are high percentages at high levels, these skills are considered to be very important for adult students.

	1	2	3	4	5	TOTAL
Protecting devices	7.14% 1	7.14% 1	14.29% 2	28.57% 4	42.86% 6	14
Protecting personal data and privacy	0.00% 0	7.14% 1	14.29% 2	50.00% 7	28.57% 4	14
Protecting health and well-being	0.00% 0	7.14% 1	21.43% 3	28.57% 4	42.86% 6	14
Protecting the environment	7.14% 1	14.29% 2	35.71% 5	21.43% 3	21.43% 3	14

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[IO1 Innovative methodology - Survey Analysis Report]

3.1 Greece

In Greece, **13 adult educators and stakeholders** answered this questionnaire. Most of them work as Adult education provider or for other types of institutions. Most of respondents (84,62%) do not have experience in training and educating adults.

Most of the respondents in the questionnaire estimate that digital skills in their job are important. 69,23% answered with the maximum score on this question. Only 25% of participants have already heard about the "DigComp (The Digital Competence Framework for Citizens). 100% of people who answered "yes" in the previous question affirm to adopt it to teach and/or assess the digital competences of their learners.

Competences in the competence's area of Information are considered averagely important for adult learners. 75.00% of respondents have assigned a maximum score to Browsing, searching and filtering data, information and digital content.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	0.00% 0	0.00% 0	25.00% 3	75.00% 9	12	4.75
Evaluating data, information and digital content	0.00% 0	0.00% 0	25.00% 3	16.67% 2	58.33% 7	12	4.33
Managing data, information and digital content	0.00% 0	0.00% 0	8.33% 1	75.00% 9	16.67% 2	12	4.08

25% of people that answered assign to "Engaging in citizenship through digital technologies" a low level, the other competences in this area are estimated better.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	0.00% 0	16.67% 2	33.33% 4	50.00% 6	12	4.33
Sharing through digital technologies	0.00% 0	0.00% 0	41.67% 5	0.00% 0	58.33% 7	12	4.17
Engaging in citizenship through digital technologies	0.00% 0	25.00% 3	25.00% 3	8.33% 1	41.67% 5	12	3.67
Collaborating through digital technologies	0.00% 0	0.00% 0	25.00% 3	33.33% 4	41.67% 5	12	4.17
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	0.00% 0	0.00% 0	8.33% 1	33.33% 4	58.33% 7	12	4.50
Managing digital identities	0.00% 0	8.33% 1	25.00% 3	33.33% 4	33.33% 4	12	3.92

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[IO1 Innovative methodology - Survey Analysis Report]

In the area of "Content creation", "Safety" and "Problem solving", the majority of responses consider that the competences of these areas are important. The highest percentages are in the medium and high levels of these competences.

Among the highest percentages, we have:

Developing digital content Integrating and re-elaborating digital content (Content creation competence's area): 41.67% of respondents assign a high level;

Protecting personal data and privacy (Safety competence's area): 58.33% of respondents assign the highest level;

Identifying needs and technological responses (Problem solving competence's area): 58.33% of respondents assign a high level.

3.1 Italy

In Italy, **8 adult educators and stakeholders** answered this questionnaire.

Most of them work in other kinds of institutions. 25% work as adult education provider. Most of them (87,50%) have experience in training and educating adults. Most of the respondents who said "yes" have 1-3 years of experience in educating and educating adults. Half of the respondents in the questionnaire estimate that digital skills in their job are not so important.

Only 42,86% of participants have already heard about the "DigComp (The Digital Competence Framework for Citizens)". 66,67% of people who answered with "yes" in the previous question affirm to adopt it to teach and/or assess the digital competences of their learners.

In general, the respondents consider digital competences important for adult learners, except for a group of competences that are underestimated.

Competences in the competence's area of Information are considered important for adult learners. 57,14% of respondents have assigned a maximum score to "Browsing, searching and filtering data, information and digital content" and "Evaluating data, information and digital content".

[IO1 Innovative methodology - Survey Analysis Report]

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	0.00% 0	14.29% 1	28.57% 2	57.14% 4	7	4.43
Evaluating data, information and digital content	0.00% 0	0.00% 0	28.57% 2	14.29% 1	57.14% 4	7	4.29
Managing data, information and digital content	0.00% 0	0.00% 0	28.57% 2	57.14% 4	14.29% 1	7	3.86

In the area of "Communication", the majority of responses consider that the competences of this area are important. The highest percentages are in the 4 and 5 levels of these competences.

Among the highest percentages, we have:

Engaging in citizenship through digital technologies: 57.14% of respondents assign a good level;

Netiquette: 57.14% of respondents assign the highest level;

The competence's area of "Content Creation" presents uneven responses. If the first two skills have good and high values, 28.57% of respondents consider "Copyright and licences" not very useful and 28.57% assigns to "Programming" the lowest value.

	1	2	3	4	5	TOTAL
Developing digital content	0.00% 0	14.29% 1	28.57% 2	57.14% 4	0.00% 0	7
Integrating and re-elaborating digital content	0.00% 0	0.00% 0	28.57% 2	71.43% 5	0.00% 0	7
Copyright and licences	0.00% 0	28.57% 2	14.29% 1	28.57% 2	28.57% 2	7
Programming	28.57% 2	28.57% 2	28.57% 2	0.00% 0	14.29% 1	7

In the area of "Safety", the majority of responses consider that the competences of this area are important. The highest percentages are in the 4 and 5 levels of these competences.

Among the highest percentages, we have:

Protecting personal data and privacy: 57.14% of respondents assign the highest level;
42.86% of participants assigned the highest level to "Protecting devices", "Protecting health and well-being" and "Protecting the environment".

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[IO1 Innovative methodology - Survey Analysis Report]

3.1 Portugal

In Portugal, **46 adult educators and stakeholders** answered this questionnaire.

Most of them (80.43%) work as Adult education provider.

Nearly a total of them have experience in training and educating adults. Most of the respondents who said "yes" have more than ten years of experience in educating and educating adults.

Most of the respondents in the questionnaire estimate that digital skills in their job are important. 78,26% answered with the maximum score on this question.

Only 26,19% of participants have already heard about the "DigComp" (The Digital Competence Framework for Citizens). Only 31,25% of people who answered with "yes" in the previous question affirm to adopt it to teach and/or assess the digital competences of their learners. 68,75% say do not use this instrument with their students.

In general, the respondents consider digital competences important for adult learners. Analyzing the data, we can see that in general all the competence's area are considered relevant.

The respondents consider important the competences in the competence's area of "Information" for adult learners. 71,05% of respondents have assigned a maximum score to "Browsing, searching and filtering data, information and digital content".

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	2.63% 1	0.00% 0	26.32% 10	71.05% 27	38	4.66
Evaluating data, information and digital content	0.00% 0	0.00% 0	10.53% 4	39.47% 15	50.00% 19	38	4.39
Managing data, information and digital content	0.00% 0	2.63% 1	10.53% 4	44.74% 17	42.11% 16	38	4.26

Another area of competence in which we observe very high values is that of Communication.

The highest percentages are in the fifth level:

"Interacting through digital technologies": 75,68% of respondents assign the highest level;

"Sharing through digital technologies": 73,68% of respondents assign the highest level.

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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	0.00% 0	0.00% 0	2.70% 1	21.62% 8	75.68% 28	37	4.73
Sharing through digital technologies	0.00% 0	0.00% 0	10.53% 4	15.79% 6	73.68% 28	38	4.63
Engaging in citizenship through digital technologies	0.00% 0	0.00% 0	13.16% 5	34.21% 13	52.63% 20	38	4.39
Collaborating through digital technologies	0.00% 0	0.00% 0	18.42% 7	44.74% 17	36.84% 14	38	4.18
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	0.00% 0	2.63% 1	5.26% 2	34.21% 13	57.89% 22	38	4.47
Managing digital identities	0.00% 0	2.70% 1	10.81% 4	32.43% 12	54.05% 20	37	4.38

The "Content Creation" competence's area has the highest response rates at the lowest levels compared to other competence's areas. In particular, 15,79% of respondents assigns to "Programming" the lowest value.

In the competence's area named "Safety", the majority of responses consider that the competences of this area are very important. The highest percentages are in the 4 and 5 levels of these competences.

Among the highest percentages, we have:

"Protecting devices" and "Protecting health and well-being": 60,53% of respondents assign the highest level;

"Protecting personal data and privacy": 73.68% of respondents assign the highest level.

3.1 Romania

In Romania, **77 adult educators and stakeholders** answered this questionnaire.

Most of them (81.82%) work in local public institutions.

Nearly a total of them don't have experience in training and educating adults. Only 21,05% of respondents have experience in this field. Most of the respondents who said "yes" have more than ten years of experience in educating and educating adults.

Most of the respondents in the questionnaire estimate that digital skills in their job are important. 69,33% answered with the maximum score on this question.

Only 14,08% of participants have already heard about the "DigComp" (The Digital Competence Framework for Citizens). Only 2,50% of people who answered with "yes" in the previous question affirm to adopt it to teach and/or assess the digital competences of their learners. 97,50% say do not use this instrument with their students.

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In general, the respondents consider digital competences quite important for adult learners. Analyzing the data, we can see that in general, the respondents have assigned a medium value to the competences.

In the "Information" competence's area, the majority of responses consider that the competences of this area are relevant. The highest percentages are in the fourth and fifth levels of these competences. 48,57% of participants assign the highest level to all competences of this area.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Browsing, searching and filtering data, information and digital content	0.00% 0	8.57% 6	18.57% 13	24.29% 17	48.57% 34	70	4.13
Evaluating data, information and digital content	0.00% 0	8.57% 6	21.43% 15	21.43% 15	48.57% 34	70	4.10
Managing data, information and digital content	0.00% 0	11.43% 8	15.71% 11	24.29% 17	48.57% 34	70	4.10

The values related to the competence's area of Communication are in line with the medium-high scores that the participants have assigned to the competences.

Among the highest percentages, we have:

"Interacting through digital technologies": 49.28% of respondents assign the highest level;

"Managing digital identities": 49.25% of respondents assign the highest level.

	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
Interacting through digital technologies	1.45% 1	8.70% 6	15.94% 11	24.64% 17	49.28% 34	69	4.12
Sharing through digital technologies	0.00% 0	12.86% 9	21.43% 15	25.71% 18	40.00% 28	70	3.93
Engaging in citizenship through digital technologies	1.43% 1	8.57% 6	20.00% 14	34.29% 24	35.71% 25	70	3.94
Collaborating through digital technologies	0.00% 0	8.70% 6	20.29% 14	30.43% 21	40.58% 28	69	4.03
Netiquette, i.e. being aware that when using digital tools, certain communication rules apply (e.g. when commenting, sharing personal information)	1.45% 1	11.59% 8	23.19% 16	23.19% 16	40.58% 28	69	3.90
Managing digital identities	1.49% 1	7.46% 5	20.90% 14	20.90% 14	49.25% 33	67	4.09

Safety is the area of competence in which people who participated in the questionnaire have assigned the highest scores compared to the other competence areas.

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"Protecting devices": 60,87% of respondents assign the highest level;

"Protecting personal data and privacy": 65,22% of respondents assign the highest level.

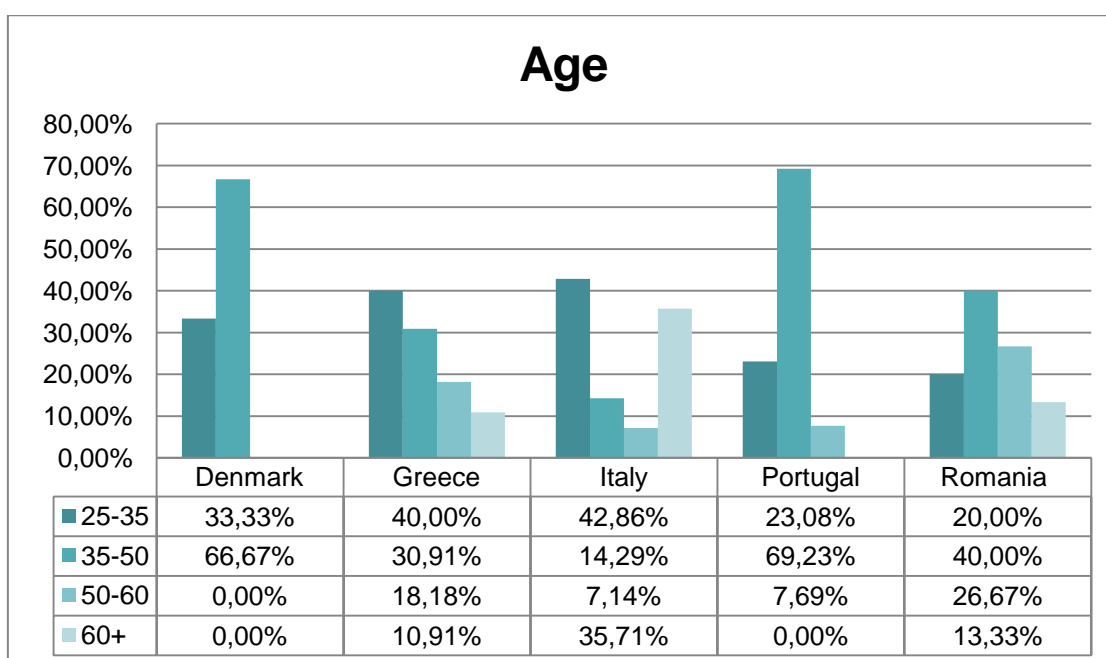
	1	2	3	4	5	TOTAL
Protecting devices	10.14% 7	8.70% 6	10.14% 7	10.14% 7	60.87% 42	69
Protecting personal data and privacy	8.70% 6	4.35% 3	13.04% 9	8.70% 6	65.22% 45	69
Protecting health and well-being	10.14% 7	4.35% 3	11.59% 8	14.49% 10	59.42% 41	69
Protecting the environment	10.29% 7	5.88% 4	10.29% 7	14.71% 10	58.82% 40	68

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III. Comparative Report part 1

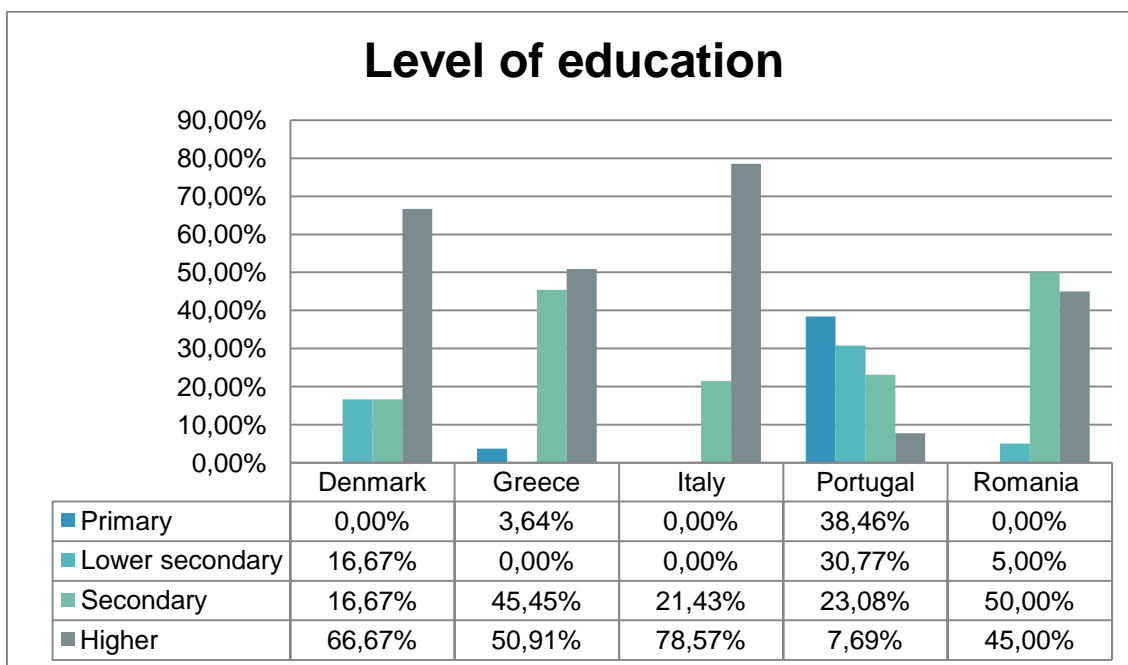
This part of the document is dedicated to the comparative analysis of data concerning the survey of adult learners.



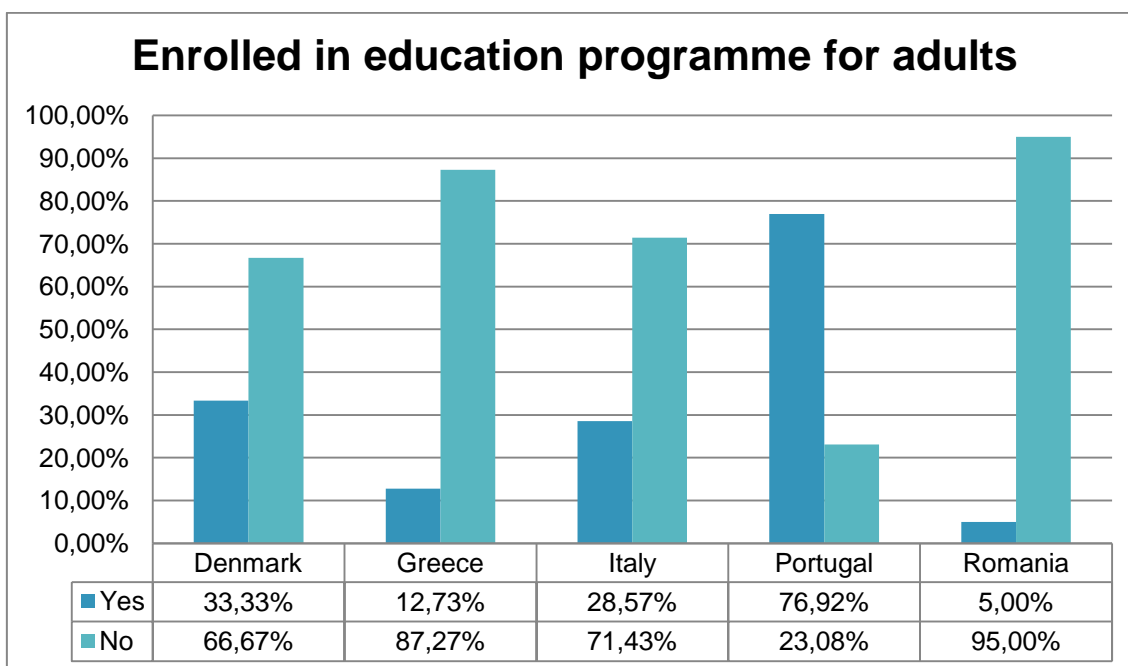
The results showed that most of the respondents from all participating countries who have replied to the questionnaire are between the ages of 25 and 50.

Denmark and Portugal have a percentage of respondents older than the other countries.

[IO1 Innovative methodology - Survey Analysis Report]



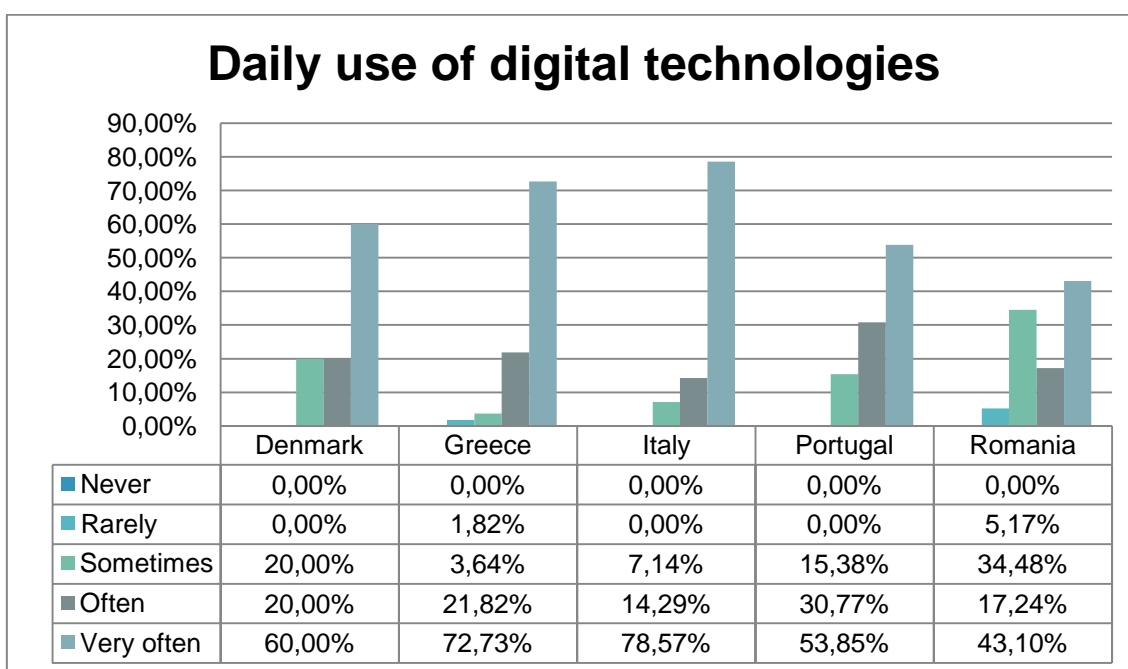
Concerning the level of education, statistics show that most of the respondents have in general a good level of education. In particular, Italy and Denmark have a percentage of respondents better educated than the other countries.



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[IO1 Innovative methodology - Survey Analysis Report]

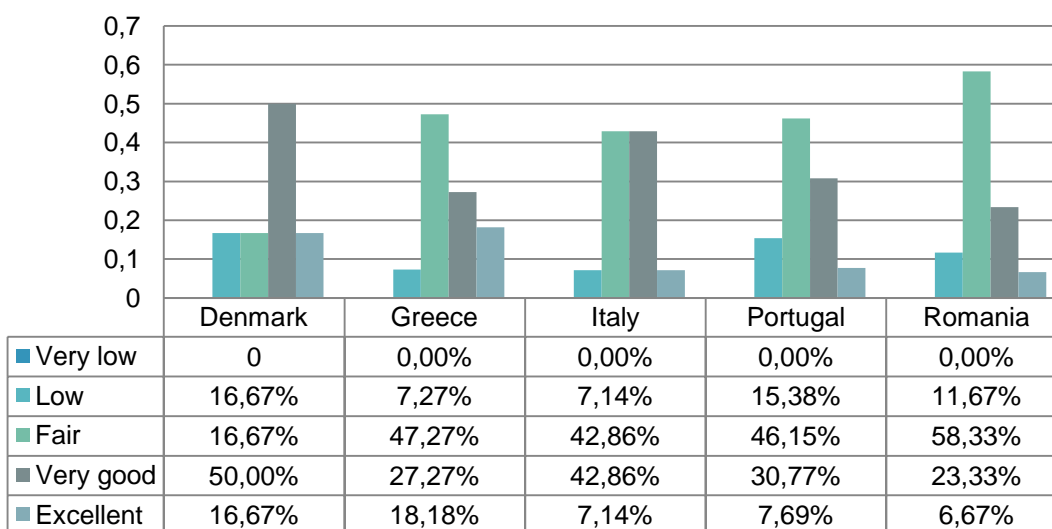
The statistics in the graphic show that most respondents in all countries are not enrolled in any kind of formal, non-formal or informal education programme for adults. The only exception is Portugal, where 76,93% of respondents are enrolled in these kinds of programmes.



The graphic above shows that in all countries people who responded to the questionnaire use digital technologies in their everyday activities very often.

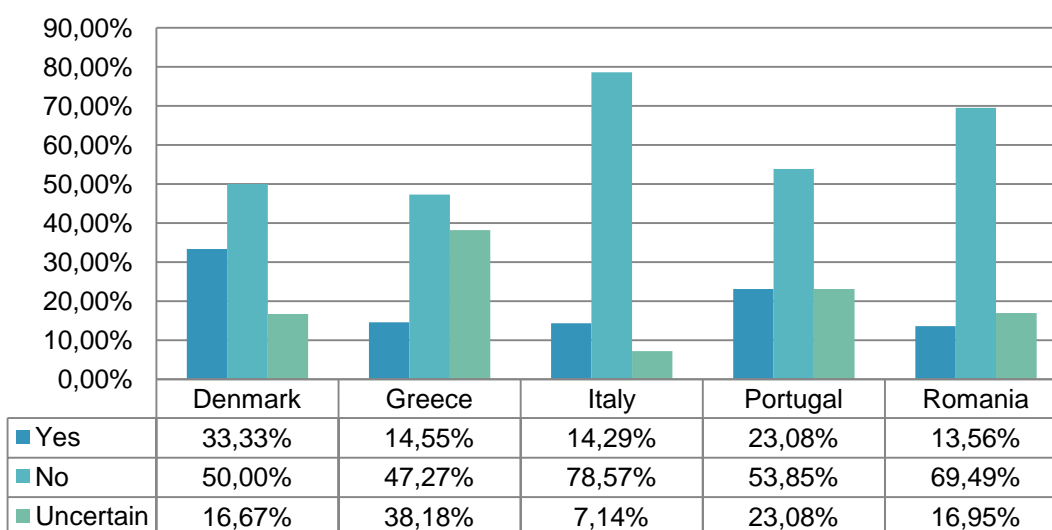
[IO1 Innovative methodology - Survey Analysis Report]

Do you appreciate your level of knowledge and skills in using digital devices?



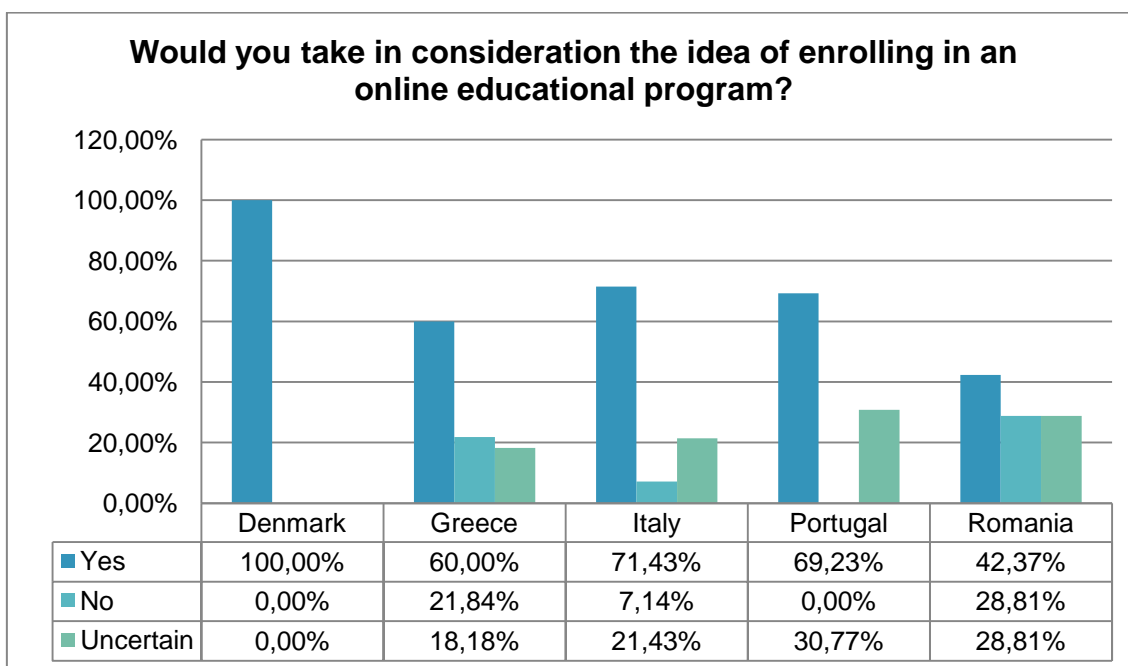
In general, according to statistics most of the respondents in all countries think to have a medium level of knowledge and skills in the use of digital devices. Only in Denmark, we notice a percentage that surpasses 50% in the "very good" level.

Do you know about any course in digital skills addressed to adult learners?



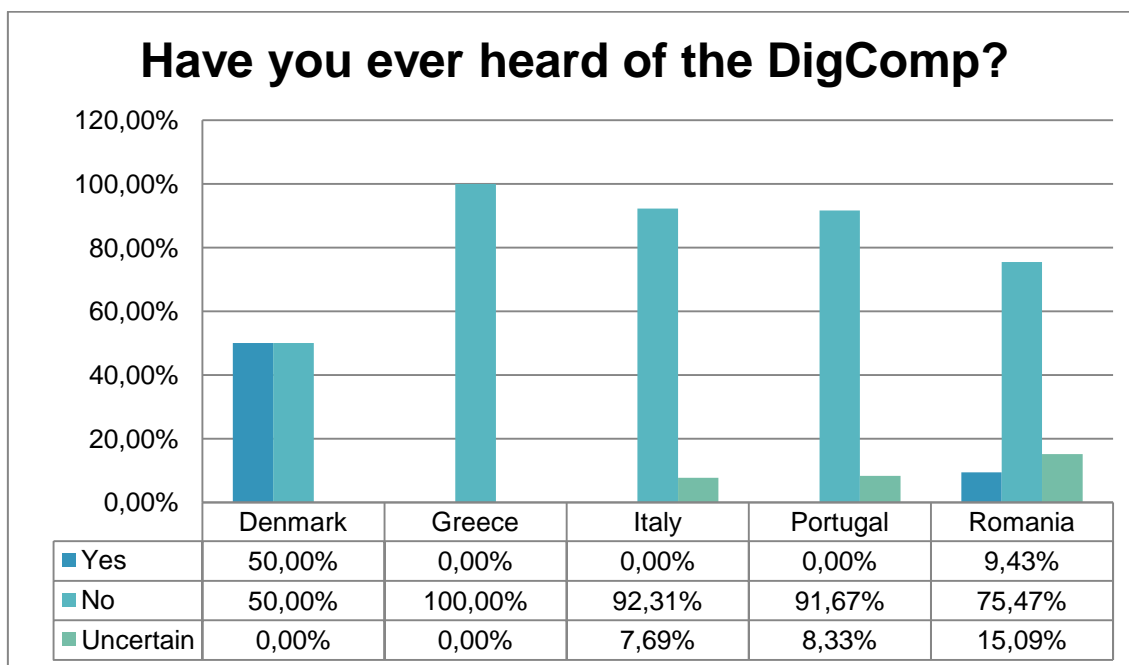
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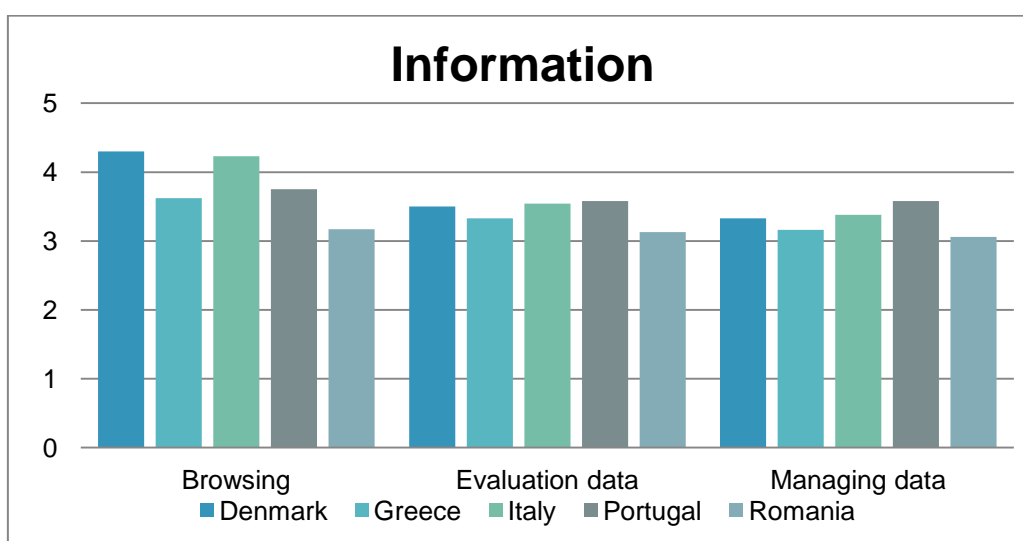
I think it's very interesting to compare the latest charts. Statistics show that most people who responded to the questionnaire don't know courses in digital skills addressed to adult learners in their countries. In the last graph, we have a unanimous answer to the question: "would you take in consideration the idea of enrolling in an online educational program?" In almost all countries, the percentage of respondents that answered "yes" to this question is higher than the other respondents. Except for Romania, where this gap is less marked.

[IO1 Innovative methodology - Survey Analysis Report]



In this case, statistics show that most of the respondents haven't any knowledge about the DigComp.

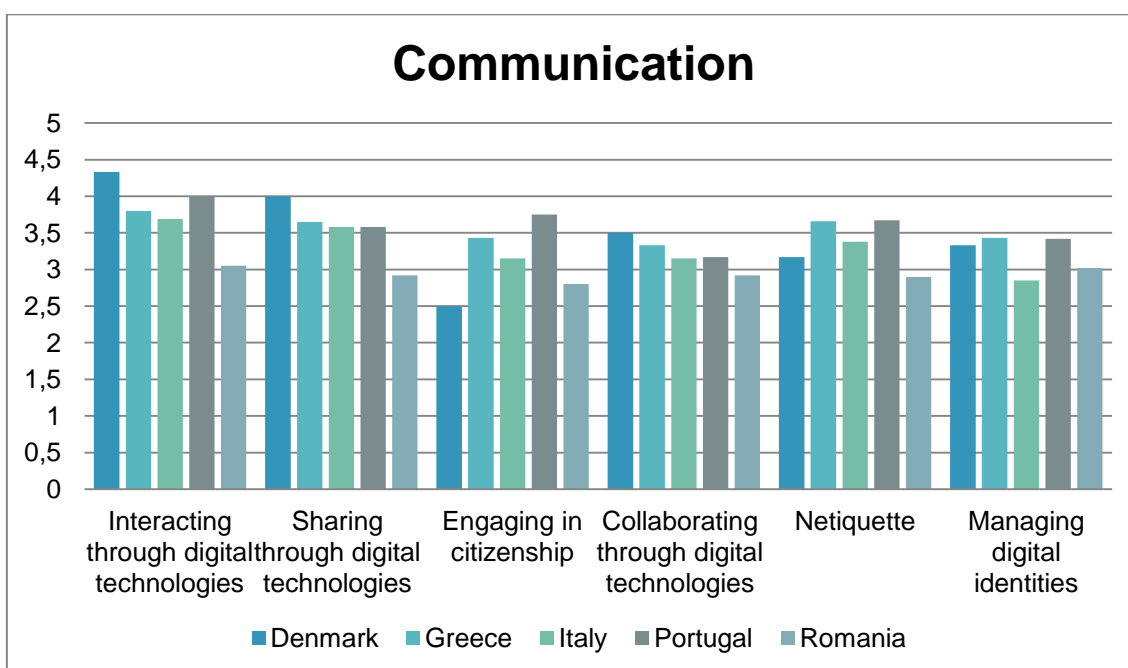
Concerning the abilities that the respondents think to have in the competence's areas of DigComp, we notice a lot of similar situations, but also some exceptions.



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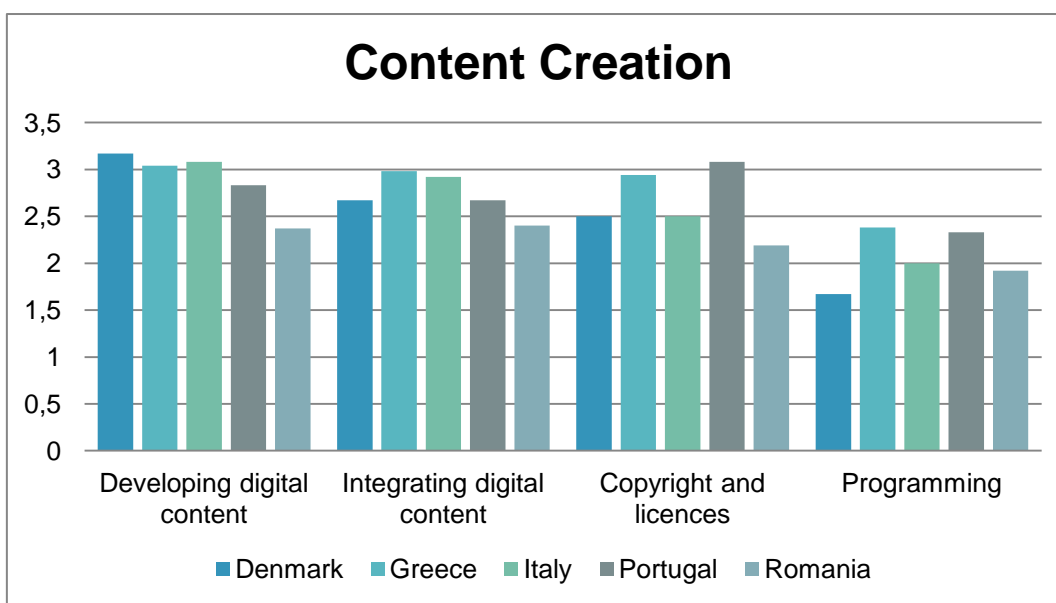
In general, in the field of Information people who answered the questionnaire think to have a medium-high level. Denmark has the highest percentages and in particular in the first competence: "Browsing, searching and filtering data, information and digital content".



By examining the weighted average in this area of competences we can notice a moderately level of knowledge in all countries more or less in the same way, without particular gaps between them. Uniquely Romania seems to have a slightly lower average in the knowledge of these competences compared to the other countries.

[IO1 Innovative methodology - Survey Analysis Report]

The competence's area named "Content creation" has the lowest levels in terms of knowledge of competences in all partner's country.

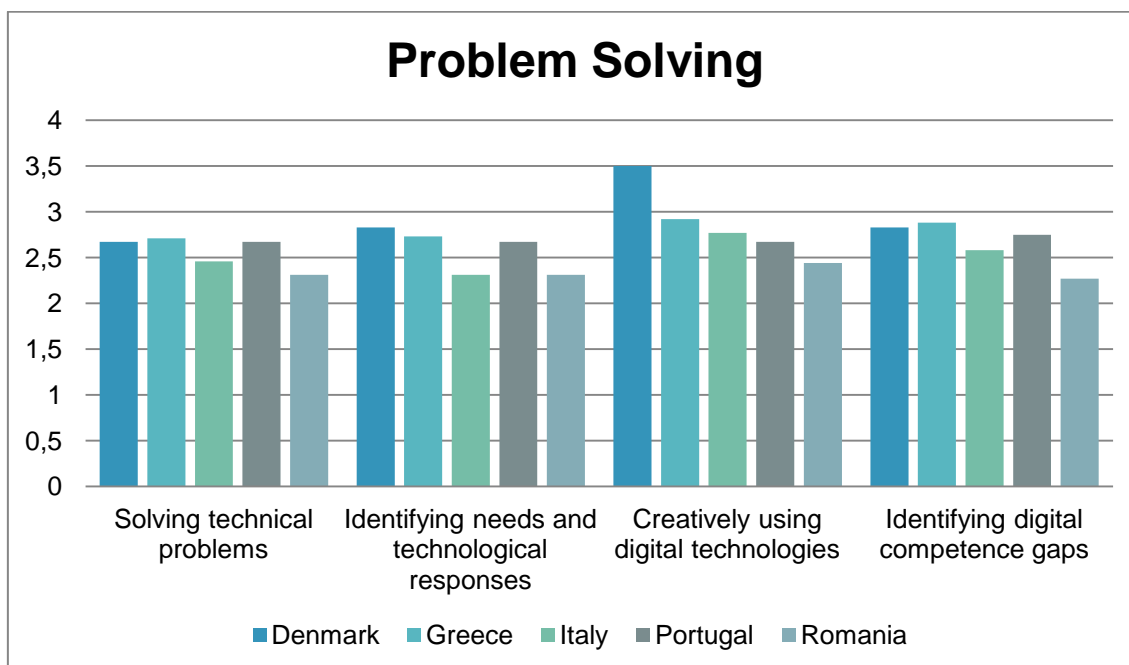


The weighted average in Content Creation is very low compared to the other areas of competence and it doesn't exceed 3,3. In particular, the competence concerning "programming" has the lowest weighted average, this value doesn't exceed 2,4.

In general, in the field of Safety, the respondents think to have a medium-high level. By comparing the weighted average in this area of competences we can notice a moderately level of knowledge in all countries more or less in the same way, without particular gaps between them.

The opposite situation is for the Problem Solving area of competence, where we can notice a low weighted average in the competences in all the countries with some gaps. Italy and Romania have the lowest level in this area of competence. Among these countries, Romania has the lowest weighted average in this area.

[IO1 Innovative methodology - Survey Analysis Report]



Respondents also answered questions about the importance of competences in relation to the 5 DigComp areas of competences. In general, all countries register a high level of competences importance in each of 5 areas of DigComp. In particular, statistic shows a good level in the following competence's areas:

- Information has a high score in all countries more or less in the same way;
- Communication has a high value except for Romania and Portugal, where the level is lower compared to the other countries;
- Content Creation has a medium level, but "programming" has the lowest level in all countries compared to the other competences of this area;
- Safety's competences have a high score in all countries;
- Problem-solving has a medium score except for Portugal and Romania where the level is lower compared to the other countries.

In conclusion, the people who responded to the questionnaire use digital technologies frequently during the day, and they affirm to have an average level of skills in using digital devices. Most people are not enrolled in any course in digital skills addressed to adult learners but they would be interested in participating in an online course. The DigComp instrument is not well known and shows that there is still a lot of work to be done to make its recommendations effective at the European level. In general, the respondents estimate the competences in the 5 areas of Digcomp to be very important.

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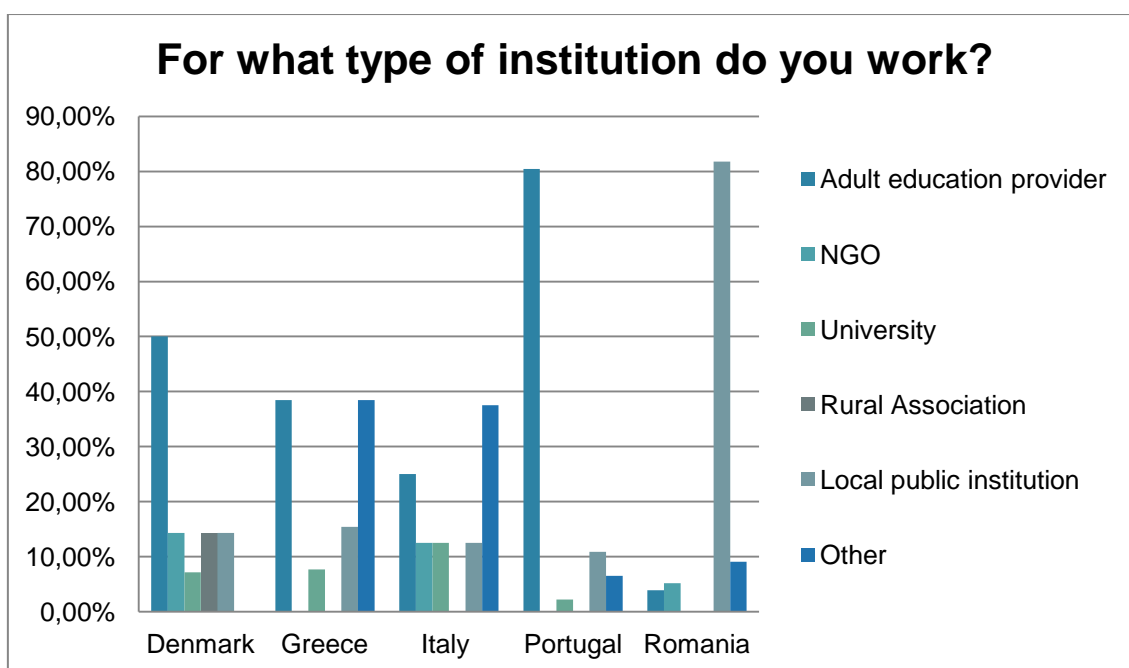
[IO1 Innovative methodology - Survey Analysis Report]

Statistics show major gaps between countries concerning the evaluation of their ability in relation to the area of competences, we have uniform data in some areas but very different in others. These gaps depend on the countries to which the respondents belong, where we have observed different data. The data showed that Romania is one of the countries where people are less prepared than digital skills.

[IO1 Innovative methodology - Survey Analysis Report]

IV. Comparative Report part 2

The second target group examined for the survey was that of adult educators and stakeholders.



Most of the respondents work as adult education providers, especially in Portugal and Romania where the gap compared to the other jobs is significant.

[IO1 Innovative methodology - Survey Analysis Report]



In general, statistics show that the adult educators and stakeholders who responded to the questionnaire have experience in adult education in almost all countries. The exceptions are represented by Denmark and Romania. In Denmark, the level of people without experience in this field is slightly higher than people who have experience. This gap is very wide in Romania, where most of the respondents don't have experience in training or educating adults.

Most of the respondents declare that digital skills are very important for their job. Italy represents an exception because half of the respondents affirm that the level of digital skills is little relevant for their job.

Concerning the knowledge of the DigComp, we note some differences between countries:

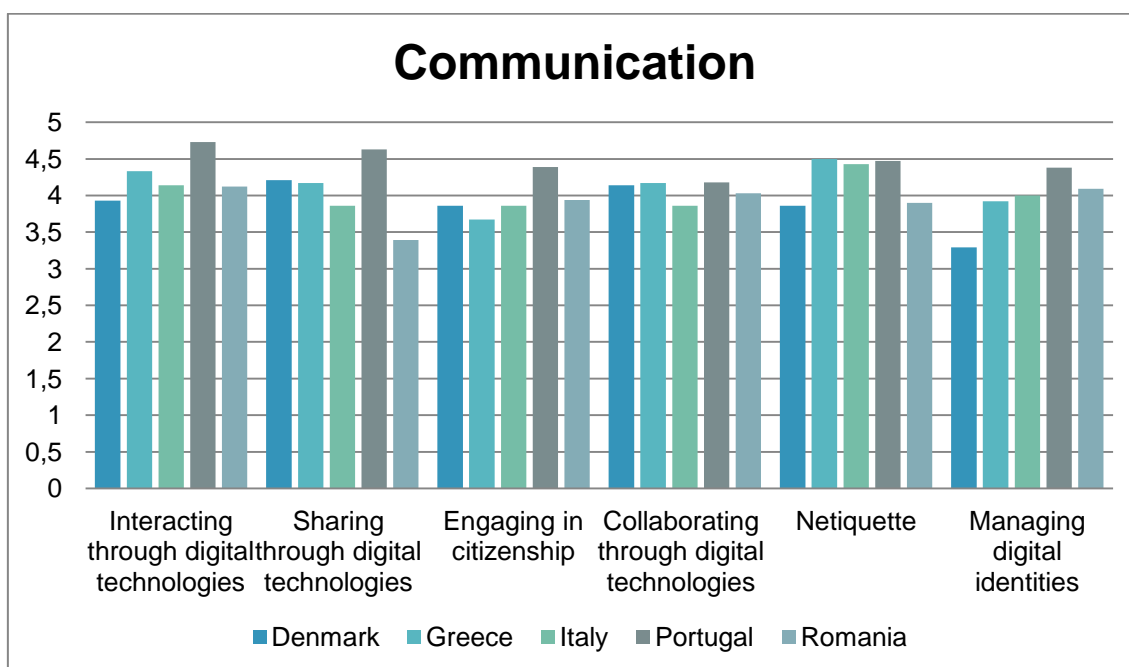
- In Denmark, half of the respondents know this document and the other half don't.
- In Greece, almost half is not sure to know the DigComp.
- In Italy, Portugal and Romania most of the respondents don't know this instrument.

Most people who have declared to know the Digcomp do not use this tool to teach and or assess the digital competences of their learners, except for Denmark. Most of the danish respondents declare to use this.

Concerning the 5 areas of competences of the DigComp, in all countries, adult educators and stakeholders who answered the questionnaire think that the "Information" area of competences is very important to adult learners. With an overall weighted average that exceeds 4.

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[IO1 Innovative methodology - Survey Analysis Report]

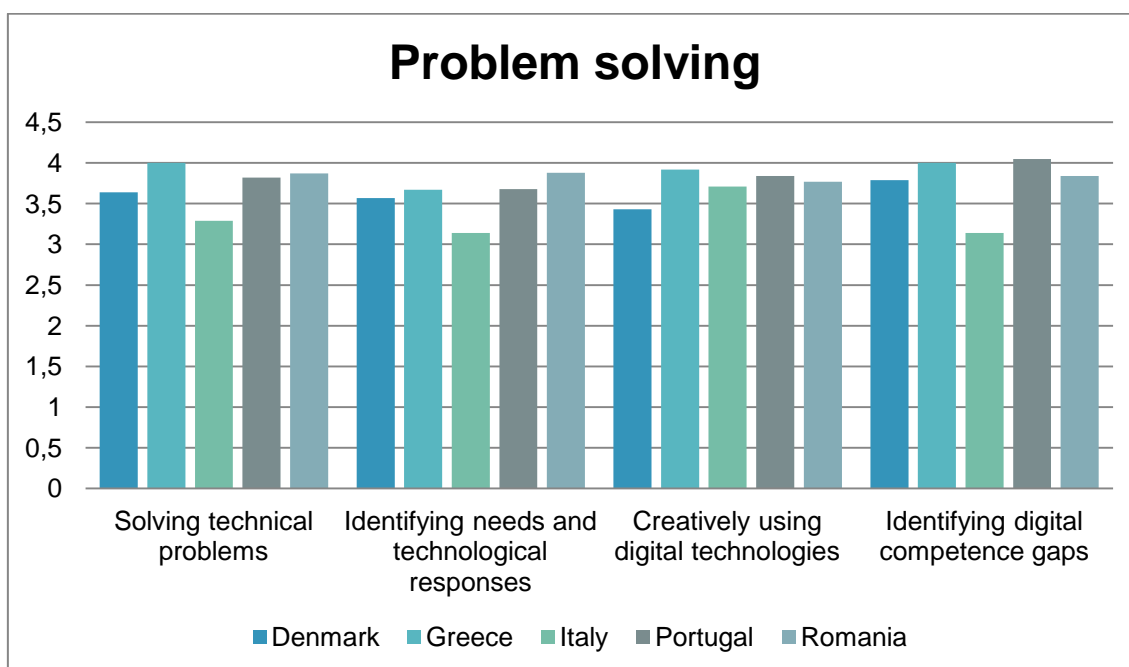


In the area of Communication, the overall weighted average is good, even if in some competences as "Interacting through digital technologies" and "Engaging in citizenship through digital technologies" the average is not particularly high.

The competence area of Content Creation shows low values compared to other areas of competence. This means that respondents do not consider that the competences of this area are so important for adult learners. In particular, "Copyright and licences" and "Programming" have the lowest percentage level compared to the other competences of the same area.

The competence area of Security has very high percentages in all countries.

[IO1 Innovative methodology - Survey Analysis Report]



By analyzing this area of competence, we can observe a homogeneous level of values in all partner countries. Although statistics show that the weighted average values are lower compared to those of other areas of competence.

[IO1 Innovative methodology - Survey Analysis Report]

V. General Conclusion

The results show that the knowledge of digital competencies continues to be a challenge in all countries participating in the survey.

Most of the adult students interviewed are not enrolled in any kind of formal, non-formal or informal education programme for adults enrolled, but they consider the idea of enrolling in an online educational program. This proves the intention to improve their own level in the digital world.

In general, all the target group consider that digital competences are very important, but information about Digcomp is very limited in all countries.

Some areas of competences are judged more important than others, as "Information" and "Communication". The respondents declare to have less ability in the area of competences more "specific" as "Digital Content Creation", where "Programming" is the competence with the lowest value.

Considering the diversity in each country we can consider that this report could be a good point of view regarding the knowledge of adult learners in relation to DigComp 5 areas of competences.