

IDEAL - INTEGRATING DIGITAL SKILLS IN ADULT LITERACY

CONTEXT AND NEEDS ANALYSIS REPORT

This report is based on online survey executed in February-March 2016. In total 174 adult education teachers and 337 students from Belgium, Finland, Ireland, Italy, the Netherlands, and Norway took part in the survey.



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CONTEXT AND NEEDS ANALYSIS REPORT

SUMMARY

In total 174 adult education teachers and 337 students from six European countries took part in the survey created for the IDEAL project. The aim was to understand better the needs and challenges of the project target groups, and to adjust our project activities accordingly.

Results of the teachers' survey

The results of the teachers' survey indicate that adult education teachers in our partner organizations are mostly female (over 70%) and often older than the groups they teach, over half of the respondents being over 50 years of age. The most common target group for the respondents of the survey was adult immigrants, followed by young adults and unemployed adults. While almost half of the teachers were involved in second language teaching, also many teachers in adult basic education, secondary education and literacy/numeracy responded to the survey.

Among digital devices, tablet computers were least accessible for teachers, with less than half having access to them in teaching. On the other hand, one out of five teachers had access and used tablets often. More than one third of teachers did not have access to smartphones, smartboards or recording equipment in their teaching environment. Even among those who had access, many never or rarely used them for teaching purposes.

The difference between using digital tools either for personal or for professional/teaching was big: for example communication tools such as Skype, WhatsApp or other social media are often used for personal purposes, but almost never for teaching or professional purposes. Virtual learning environments such as Moodle, online quizzes such as Kahoot, and image editing were rarely used. The least used digital tools were video editing tools, blogs, ePortfolios and audio recording tools. Basic digital tools were the most used ones, including Internet and Word processing, video resources (eg. YouTube), online dictionaries and presentation tools.

Teachers felt less confident in using smartboards, microphones/webcameras, and data/video projectors than using computers, laptops and smartphones. According to the respondents,

IDEAL PROJECT

The Erasmus+ project "IDEAL – Integrating Digital Education in Adult Literacy" aims to provide guidance and training for adult education teachers across Europe on how to use ICT tools and digital methods to deliver basic skills education.

The main emphasis is on improving the employability, vocational learning and community learning of the low skilled adult learners at risk of exclusion. Such learners include immigrants, early school leavers, unemployed people, disadvantaged groups, people with special needs and people with literacy and numeracy difficulties.

The project will run from September 2015 until September 2017, and is expected to reach approximately 3,000 people in six European countries.

most helpful for improving their use of ICT in teaching or counselling would be “more time”, “peer support and learning”, “more training in educational software”, and “more practice”. Two thirds of respondents said to have had less than four hours of ICT training, including almost 28% of respondents who had had 0 hours of ICT training in the past 12 months.

Most respondents (70-80%) allowed their students to use their own devices such as laptop, tablet or smartphone in the classroom for learning purposes. According to teachers, the most important digital skills for students include searching for information online and reading and writing e-mails.

Results of the students' survey

Among the 337 student respondents, 54% were female and 46% male; age distribution was also more even than for teachers, ranging from very young students to retired people. Over half of the respondents were second language learners.

Three out of four respondents have access to computer or laptop (78,3%) or smartphone (73%) at home. Around half of the students have access to tablet computer at home; those who have access use it daily (29%) or weekly (21%), while over one third of students never use tablet computer. Smartphones are more accessible for students, 81% of respondents using them daily – yet 12% of respondents never use smartphones.

Students were using digital devices for social purposes, but also for educational purposes such as studying languages (44,2%), dictionaries (46,6%), and educational software to learn literacy (24,3%). Notably, one out of four students never make online phone or video calls; almost half never use spreadsheets software such as Excel; and over half of the students never follow blogs or vlogs.

Approximately half of the student respondents hope to learn more about the basics of computer, smartphones and tablet computers. They would also like to learn about word processing and educational software to learn literacy, as well as on using internet, image processing, searching information online, and using e-mail in their second language.

Challenges

The survey results show the vast diversity among teachers and students due to their different backgrounds, existing skills and knowledge. This variation can be caused by generational differences, or by socio-economic position and the lack of access to necessary digital devices or education. Not only access, but also the use of digital devices due to lack of confidence or skills remains an issue in many of the participating organizations.

However, the project team wants to underline that these results illustrate the situation in our organizations at the beginning of the year 2016. Currently changes are on their way: many organizations are stressing the need to update our teachers' and students' digital skills, and this need is being translated into concrete plans and training programmes. Teachers and students might respond very differently to these same questions already in the near future.

Recommendations

Based on the results of this survey, educational institutions would benefit from making a plan for training of digital skills: what students need to know about computers, tablets and smartphones,

what is available and useful, and how to teach this. Students are also interested in learning more “traditional” ICT skills such as Word processing and spreadsheets.

Many teachers and students already use social media or apps such as Whatsapp or Skype in their personal life, but much less for learning purposes. More practical guidance on applying these tools in the learning context, and integrating ICT skills into language education is needed.

Overall, the very small number of hours of ICT-related training that the teachers report in the survey is a surprising result. The IDEAL project aims at responding to this need through learning workshops aimed at adult educators, supported by practical guidance materials (good practice guidelines, video tutorials) available on the project website at www.erasmusideal.com. The IDEAL project strongly relies on peer-support and sharing of knowledge. This can be a very efficient way of learning both for teachers and students, and it should be fully exploited within our learning and teaching contexts.

1. INTRODUCTION

“I think a focus on the digital literacy of students is great because I see a lack of basic computing skills becoming a barrier for students in entering the workplace.”

Teacher from Kildare and Wicklow Education and Training Board, Ireland

IDEAL project aims to provide guidance and training for teachers and trainers across Europe on how to use ICT tools and digital methods to deliver basic skills education. We want to explore what kind of skills are needed in different contexts and to develop teachers' competencies by sharing knowledge, experiences and good practices between project partners. IDEAL will also provide teachers with materials and teaching activities shared through online toolkit, workshops and seminars. This strategic partnership project will create an active European network of adult education teachers and trainers.

IDEAL project focuses on teachers and trainers of adult basic skills in all contexts: workplace, education centres, NGOs etc. The main emphasis is on improving the employability, vocational learning and community learning of the low skilled adult learners including immigrants, early school leavers, unemployed people, disadvantaged groups, people with special needs and people with literacy and numeracy difficulties. The project has partners from six European countries: Belgium (CVO Antwerpen), Finland (Luksia), Ireland (Kildare and Wicklow Education and Training Board), Italy (Fondazione Mondo Digitale), the Netherlands (ROCWB), and Norway (Arendal Adult Education Centre).

As the first concrete step in IDEAL project, we conducted a context and needs analysis to find out more about the needs and challenges of our target groups. During the project planning in early 2015, we already conducted a preparatory online survey that was used as a basis for this more extensive survey. In early 2016, the project team conducted two online surveys: one targeted to our direct beneficiary group, teachers and trainers of low skilled adult learners, and another survey targeted to our indirect beneficiaries, adult learners themselves.

The analysis of the survey results focuses on the needs of both educators and adult learners in the context of digital learning environment. The results will feed into the planning of other intellectual outputs in the project: good practice guidelines, video tutorials, and the two learning workshops in Finland (October 2016) and in Italy (May 2017).

For clarity reasons, “teacher” will be used here as a generic term to cover teachers, trainers, educators and counsellors who responded to the survey. The term “student” will be used to cover all those who responded to the survey for adult learners.

2. DATA COLLECTION

Project partners collected the data in February-March 2016, and preliminary analysis of data was carried out jointly at the transnational project meeting in Arendal, Norway in April 2016. Each country provided a short summary of their results. Luksia compiled the results together, and participating countries gave their feedback before finalising this report. All background data for the survey, including the questionnaires used and the country-level survey results in detail, are available on our project website at www.erasmusideal.com.

Survey questions

Luksia led the compilation and analysis of survey questions. Surveypal software was used for collecting the data. Each partner was responsible for implementing the online survey in their organization and translating the survey forms into their own national languages, resulting into five different language versions of the survey (Dutch, English, Finnish, Italian and Norwegian). Some preferred to fill in the survey directly online, while others used paper versions and then typed in the responses to the online form.

The partners discussed the composition of the two surveys in detail in Skype meetings as well as during the first transnational project meeting in Antwerpen, Belgium in December 2015. Students responded to 16, and teachers to 17 different questions, mostly multiple choice questions or Likert scale rating questions. Demographic data was also collected on the respondents' background, for example on their age, gender, mother tongue and education level. The average completion time for the survey form ranged from 20 minutes to one hour, depending on the language skills and education level of the respondent.

Respondents

Each country collected the agreed number of responses for the survey. The aim was to gather in total 150 responses for both surveys, at least 25 responses from each partner organisation. We exceeded this goal: in total 174 adult education teachers and 337 students from participating countries took part in the survey. The number of responses from each country was uniform for the teachers, but for the students, Dutch respondents are overrepresented with over 100 responses out of 337 student responses in total (Chart 1).

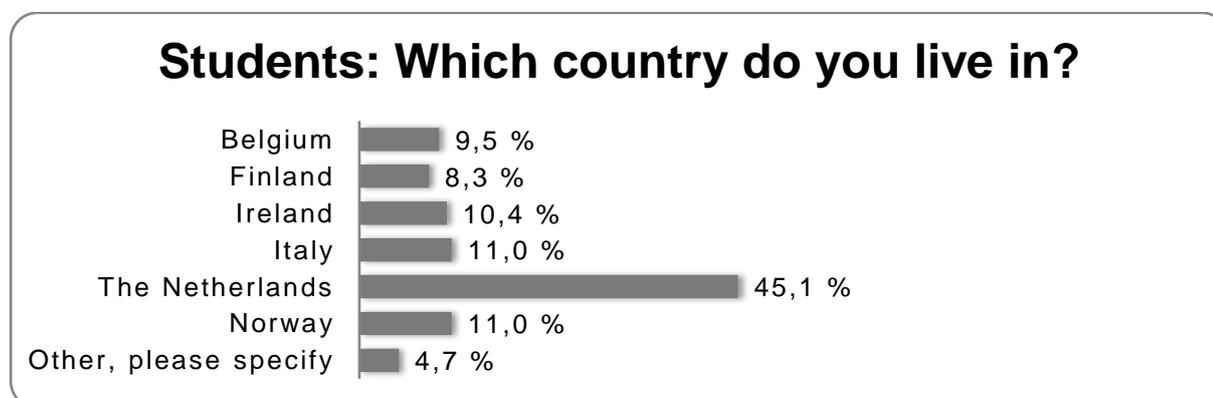


CHART 1. COUNTRIES WHERE STUDENTS LIVE.

Around 5% of student respondents misunderstood the question “Which country do you live in?”, writing their country of origin instead. While these responses have still been included in the overall results for students, we were not able to allocate them for specific country results due to this misinterpretation.

3. TEACHERS: OVERALL RESULTS

School should have a plan for training students in digital literacy, both for each class and for different individual levels. We need to invest more in ICT learning because the students really need this knowledge to manage life in society.

Teacher from Arendal Adult Education Centre, Norway

Demographic questions

Demographic data was collected on the age, gender and the length of work experience as a teacher or counsellor. Over 70% of respondents were female, and 38% belonged to the age category 50-59 years (Chart 2).

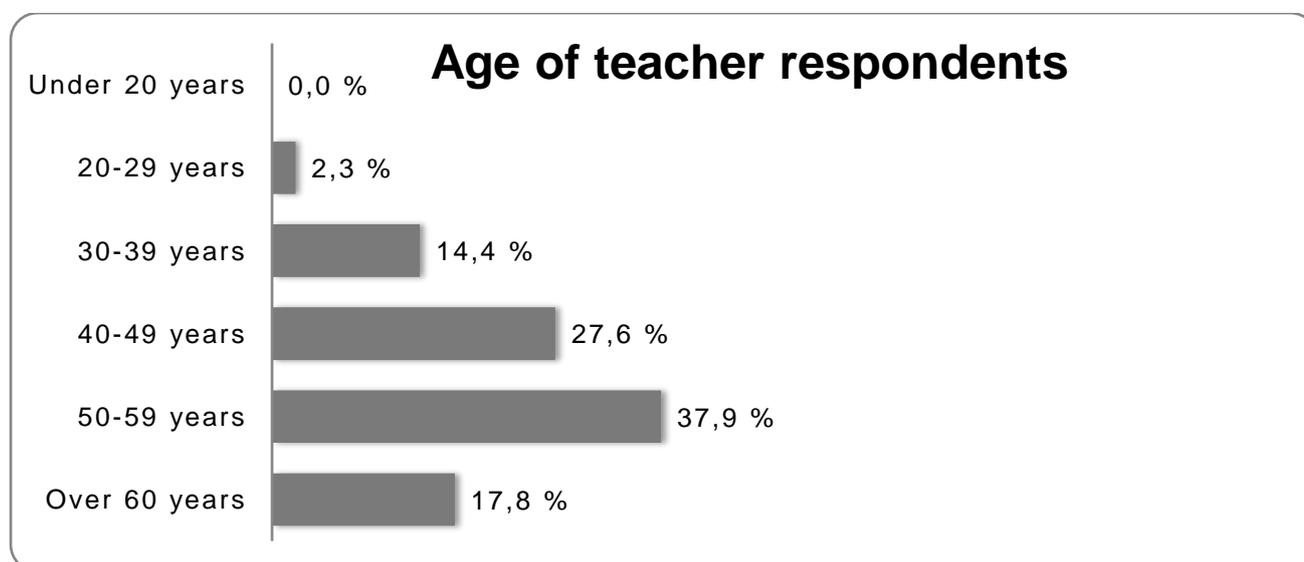


CHART 2. AGE OF RESPONDENTS.

Relatively high age of the teachers is reflected in the length of their teaching or counselling experience: almost one third had more than 20 years of teaching experience, and only 14,4% of respondents had less than five years teaching experience (Chart 3).

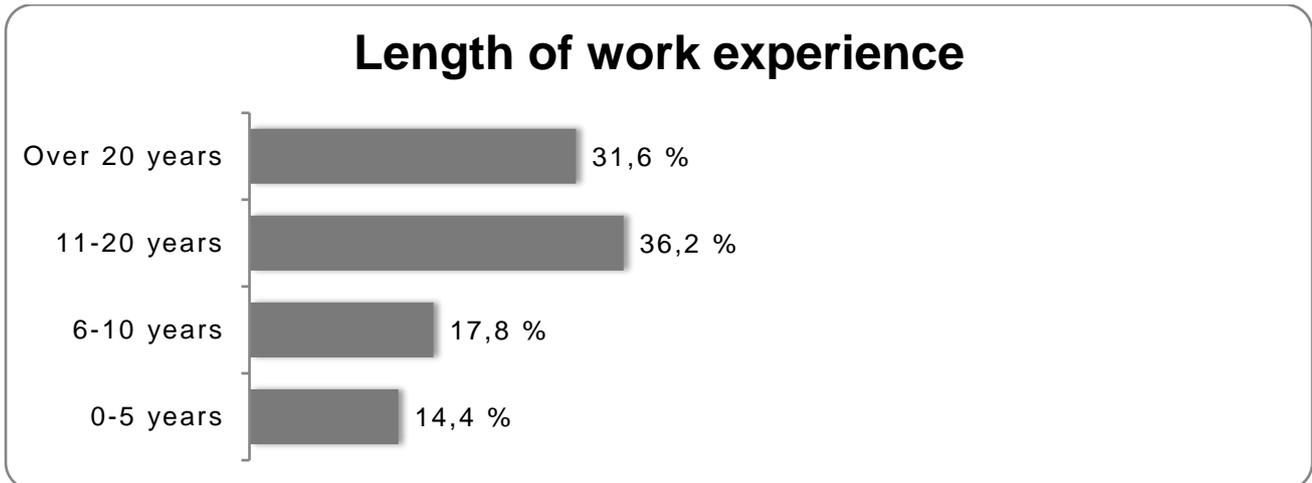


CHART 3. LENGTH OF WORK EXPERIENCE.

Target groups for teaching were very diverse (Chart 4). The most common target group was adult immigrants with whom over 60 percent of respondents worked. Young adults and unemployed adults were other important target group. Respondents mentioned also other target groups such as prisoners, adults in working life, illiterate adults, under-18 asylum seekers and refugees.

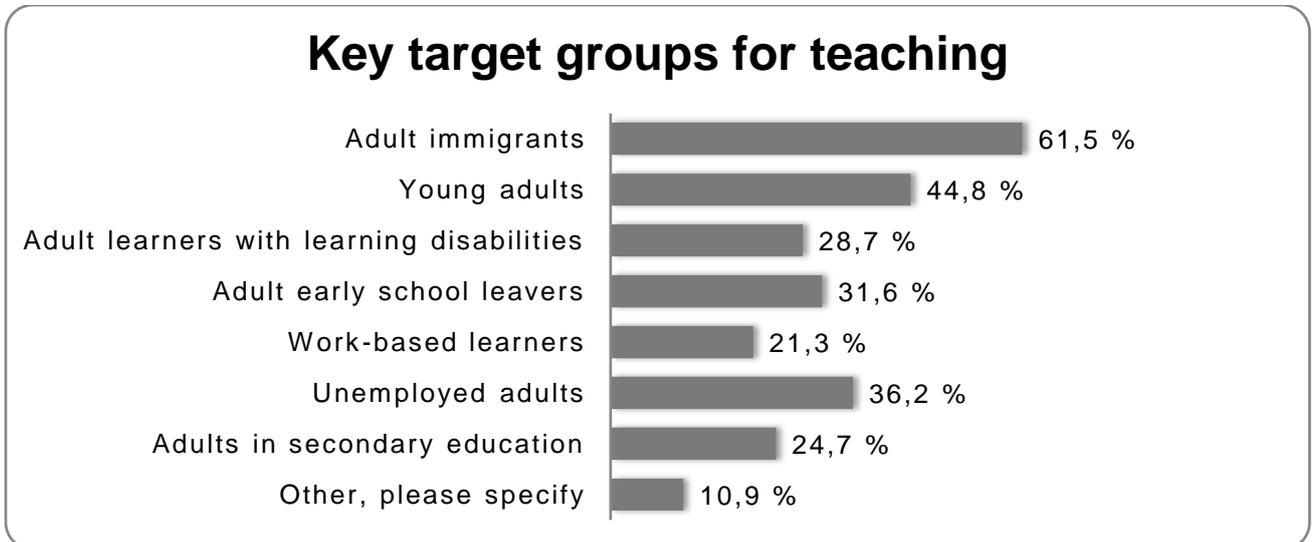


CHART 4. KEY TARGET GROUPS FOR TEACHING.

Respondents were also teaching many different fields (Chart 5). Almost half of the respondents were mainly involved in second language teaching (44,3%), followed by adult basic education (29,9%), secondary education and literacy/numeracy teaching (20,7%). In the “other” category for example following fields were mentioned in the open answers: business management, foreign languages,

guidance and counselling for youth and children, working life skills, career counselling, business writing, Montessori pedagogy, and training language volunteers.

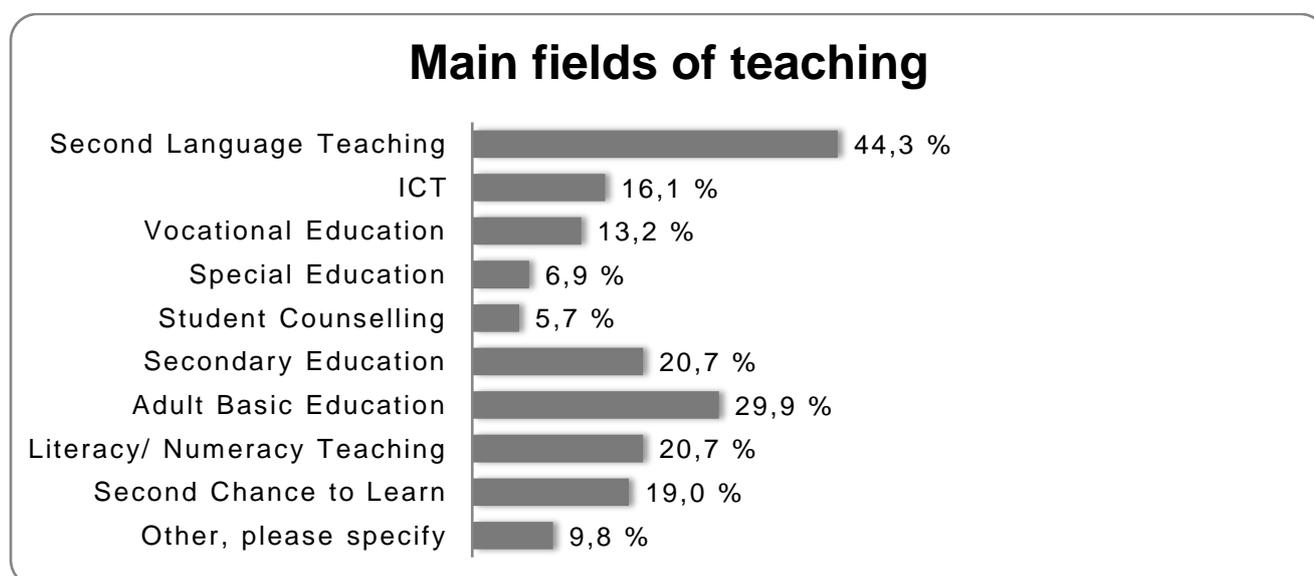


CHART 5. MAIN FIELDS OF TEACHING.

Digital skills and access to devices

Teachers were requested to evaluate their direct access and ability to use different devices in their teaching or counselling, including computer, laptop, tablet computer, smart phone, smart board, data or video projector and recording equipment such as microphone or web camera.

Over 60% of teachers had access to computers and used them often in their work. It is notable that 16% did not have access to computers; this could be partly due to misunderstanding in the question setting, as “computers” was sometimes translated as desktop computers. Many teachers have access to laptops, but not desktops; and vice versa. Nearly 40% of respondents had access to laptops and use them often, while over 30% did not have any access to laptops at work.

Tablet computers were least accessible for teachers, with over 50% saying that they have no access to tablets (Chart 6). One out of five respondents had access and used tablets often.

Access and use of tablet computers



CHART 6. ACCESS AND USE OF TABLET COMPUTERS.

The responses were very varied also in the case of other newer technology. Over one third of respondents had no access to smartphones, smartboards or recording equipment such as microphone or webcam (Chart 7; Chart 8; Chart 9). Even among those who had access, many never or rarely used them for teaching purposes.

Access and use of smartphones

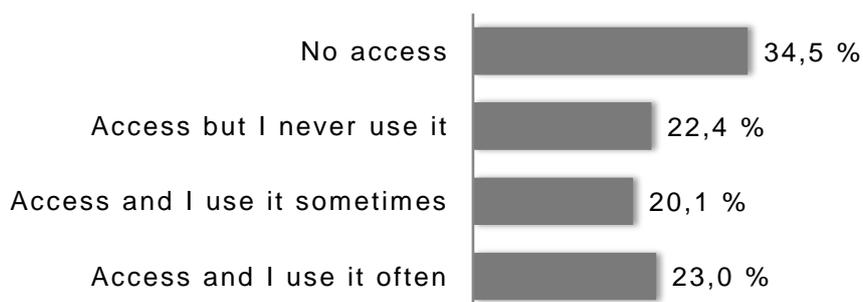


CHART 7. ACCESS AND USE OF SMARTPHONES.

Access and use of smartboards



CHART 8. ACCESS AND USE OF SMARTBOARDS.

Access and use of recording equipment (eg. microphone, webcam)

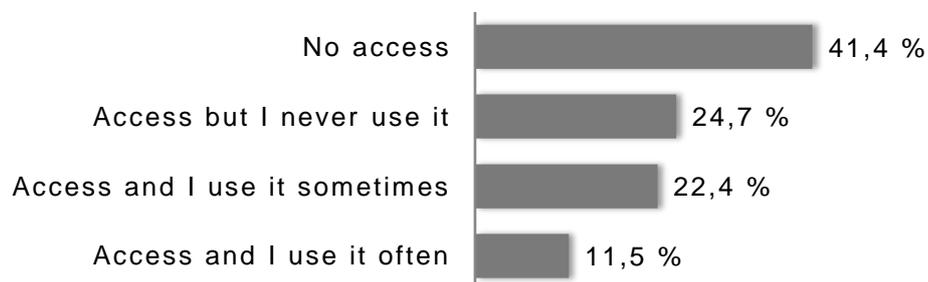


CHART 9. ACCESS AND USE OF RECORDING EQUIPMENT (EG. MICROPHONE, WEBCAMERA)

The question posed on the access and use of data or video projector may have caused misunderstandings (Chart 10). Often these are available in some, but not in all classrooms – or in some cases, such as in the Netherlands, classrooms are equipped with smartboards but not with data or video projectors.

Access and use of data or video projector



CHART 10. ACCESS AND USE OF DATA OR VIDEO PROJECTOR.

Teachers were asked to reflect on their use of different digital tools (eg. social media, cloud services or online quizzes) for personal, teaching or other professional purposes (Table 1). They rated their use from 0 (never) to 3 (often).

The difference between using digital tools for personal or teaching/professional purposes was big: for example communication tools such as Skype, WhatsApp or other social media are often used for personal purposes, but almost never for teaching or professional purposes. Virtual learning environments such as Moodle, online quizzes such as Kahoot, and image editing were rarely used. The least used digital tools were video editing tools, blogs, ePortfolios and audio recording tools. Basic digital tools were the most used ones, including Internet and Word processing, video resources (eg. YouTube), online dictionaries and presentation tools.

Use of digital tools	For personal purposes	For teaching purposes	For other professional purposes
Basic digital tools (e.g. Internet, Word)	2.86	2.71	2.62
Social media (e.g. Facebook)	1.97	0.84	1.03
Video resources (e.g. YouTube)	2.09	1.86	1.27
Cloud services (e.g. GoogleDrive)	1.35	1.08	1.15
Communication tools (e.g. Skype or WhatsApp)	2.13	0.78	1.06
Online dictionaries and encyclopedia (e.g. Wikipedia)	2.1	1.94	1.56
Virtual learning environments (e.g. Moodle or Edmodo)	0.48	0.93	0.85
Presentation tools (e.g. PowerPoint or Prezi)	1.07	1.84	1.47
Quizzes (e.g. Kahoot! or SurveyMonkey)	0.39	0.66	0.5
Video editing tools (e.g. Blubbr or EdPuzzle)	0.21	0.25	0.2
Blogs (e.g. Blogger or WordPress)	0.55	0.32	0.33
ePortfolios (e.g. GoogleSites)	0.33	0.3	0.27
Image editing tools (e.g. PhotoShop)	0.9	0.54	0.53
Audio recording tools (e.g. Vocaroo)	0.34	0.5	0.32

TABLE 1. USE OF DIGITAL TOOLS FOR PERSONAL, TEACHING AND OTHER PROFESSIONAL PURPOSES. 0 = NEVER, 1 = RARELY, 2 = SOMETIMES, 3 = OFTEN

When asked about their level of confidence in using different devices, teachers felt most confident in using computers, laptops and smartphones. They felt less confident in using smartboards and microphones/webcameras, as well as data/video projectors. One out of five respondents felt “not confident” in using these devices, but responses were very varied with 15-30% of respondents also feeling “very confident” in using them.

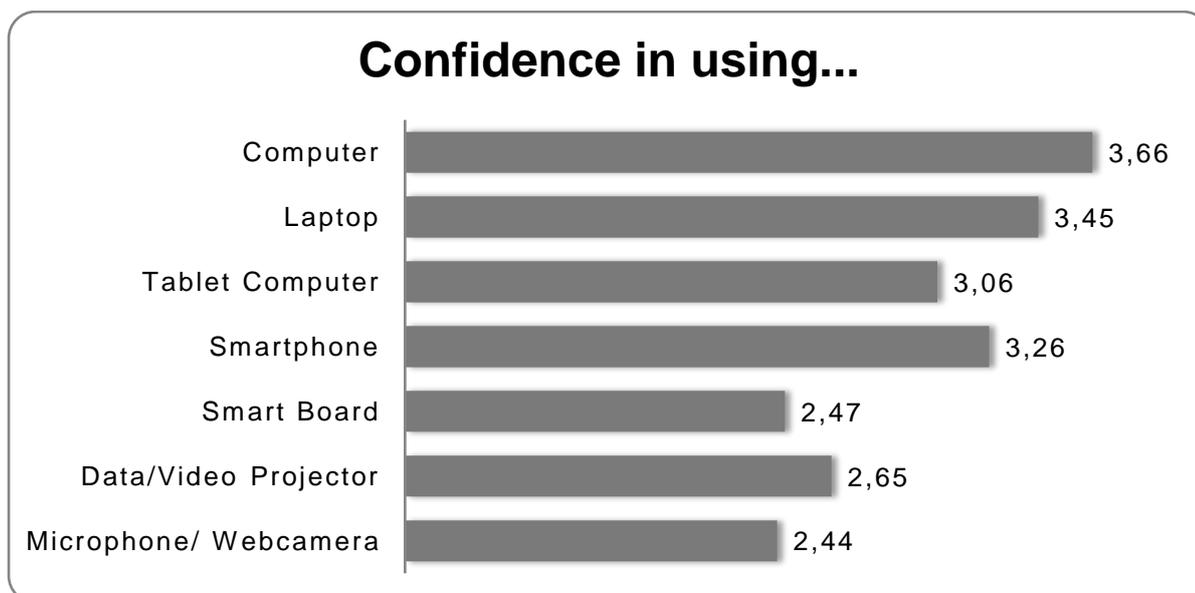


CHART 11. TEACHERS' CONFIDENCE IN USING DIFFERENT DEVICES: 1 = NOT CONFIDENT, 4 = VERY CONFIDENT

Teachers were asked about the measures to help them improve and extend their use of ICT in teaching or counselling. Most popular measures were “more time”, “peer support or learning”, “more training in educational software”, and “more practice”. When these results were discussed in the IDEAL project meeting, it was noted that organisations often provide technical support. Teachers, however, would need to also learn about the pedagogical aspect which could be strengthened through peer learning. Many participating countries noted that they already have peer support in place to guide others in the pedagogical use of digital tools.

The responses for the question on the number of hours for ICT related training were among the most surprising for our project team (Chart 12). Two thirds of respondents said to have had less than four hours of training in ICT – this included almost 28% with 0 hours of ICT related training in the past 12 months.

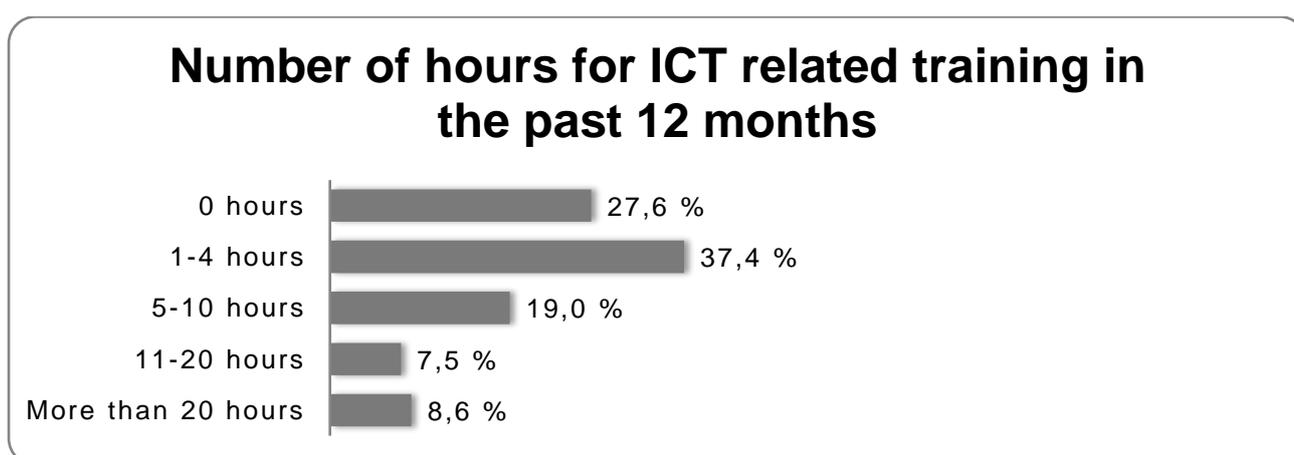


CHART 12. NUMBER OF HOURS FOR ICT RELATED TRAINING IN THE PAST 12 MONTHS.

When asked about the students' permission to use their own devices in the classroom for learning purposes, around 70-80% of respondents said that students can use their own laptop, tablet or

smartphone. Majority (55,7%), however, were not allowed to use other recording devices in the classroom.

Teachers were asked to select a maximum of eight most important digital skills for students to have. According to teachers, the most important skills for students using computer include:

- Search for information online (96,6%)
- Read and write e-mails (95,4%)
- Write texts (63,2%)
- Browse job advertisements (62,1%)
- Read newspapers or watch news (52,3%)
- Use online banking (47,7%)
- Learn literacy by using educational software (43,7%)
- Use dictionaries (42,5%)

These were the most important digital skills chosen by teachers for tablet computer or smartphone use:

- Make phone calls (84,5%)
- Read and write e-mails (83,9%)
- Send SMS (78,2%)
- Search for information online (73%)
- Use messaging and call applications (51,7%)
- Take photos (47,7%)
- Use calendar (44,8%)
- Read newspapers or watch news (43,1%)
- Use dictionary applications (40,8%)

As the last, open-answer question, teachers listed digital skills they would like to learn for their profession. Several mentioned video editing and video storytelling, and using smartboards or tablets in teaching. Also learning about Moodle, Google Drive and other cloud services, blogging, group work, making quizzes and using more social media in the class room were mentioned. More specific skills mentioned included coding, graphic and web design, use of GeoGebra, using image banks and Photoshop, Excel and Prezi. One respondent wanted to be shown what kind of educational software is available for second language learners.

4. TEACHERS: COUNTRY RESULTS

“It would be very interesting to be shown in person or through video some best practice examples of technology in second language teaching. We should not be pushing the use of technology in the classroom simply for the sake of it: its use has to be proven to be 100% beneficial to the student.”

Teacher from Kildare and Wicklow Training and Education Board, Ireland

Belgium

In total 25 teachers from Belgium responded to the questionnaire. Half of them have been working in education and/or student counselling between 11 and 20 years. They mainly work with adults who combine their studies with a job (work-based learners), unemployed adults, immigrants and those studying towards a degree of secondary education.

Teachers say that they are confident in using computers, loud speakers, laptops and smartboards. However, while majority have access to smartphone, they do not use it in teaching: almost half of the respondents say that they use do not use smartphones for teaching activities. During their teaching activities teachers use basic digital programs (Word, Excel etc.), virtual learning environment Moodle and short video clips (YouTube). Students can also use their laptop, tablet and smartphones in class.

According to the teachers, students should be able to read and write e-mails, find information and jobs online and write texts on a computer. As for the tablet or smartphone, they should be able to read and write emails, use calendar, make phone calls and search for information online.

In order to improve their digital skills, teachers feel they need more time, peer support from their colleagues and more training. Other training needs expressed by the teachers include social media in class, the use of cloud services, development of online tests, quizzes, and movies, and the virtual learning environment Moodle.

Finland

Altogether 29 respondents answered the survey, with a vast majority of female respondents, nearly 90%. Most respondents teach either Finnish as a second language or vocational subjects. Teachers use sometimes or often computers and laptops that are available. However, access to tablet computers (no access, 69%) or smartboards (no access, 90%) is not yet widespread in all campuses of Luksia. Most staff members have smartphones but they do not use them for teaching purposes.

Finnish teachers seem to use social media for personal purposes but not very much in teaching. This could be one specific issue to focus on in Finland.

As teachers had little experience with tablet computers and smartboards, they will need proper guidance when Luksia decides to buy more of these devices for teaching purposes. Teachers would prefer more time, more peer-support and more practice for getting better with digital tools and different devices.

While it seems that students do not search for information as much as they could online, teachers would like them to improve this skill.

In the open answer on which digital skills teachers would like to learn, they mention basic skills such as using tablet computers but also more complex themes such as cloud services, web-publishing, image-bank usage, game-based pedagogy and video-editing.

Ireland

In total 27 teachers from Ireland responded to the survey, again overwhelmingly female (88,9%). The age profile of the teacher respondents was higher than that of the students, almost half of them belonging to the age group from 50 to 59 years. Their main target groups are adult early school leavers and unemployed adults (81,5% for both), followed by adult immigrants (40,7%). They are mostly teaching adult basic education, numeracy and literacy.

Teachers have better access to, and are more confident in using computers and laptops in their teaching than tablets or smartboards. In total 41% of teachers use tablets often while 63% feel confident using them. Only 56% of teachers feel confident in using a smartphone for teaching; and only 48% have access to a smartphone at work place. Teachers felt that additional time, practice, training and peer support would be more important in improving their use of technology in their teaching than additional technical support, access to technology or materials.

Teachers want students to develop skills in the area of searching the internet and social media. They also identify browsing for job information and using online banking as skills students should develop. They do not consider cloud services or downloading music as important skills.

The survey highlights some areas for training and development in Ireland. There is a clear gap between the uses and applications of technology between students and teachers. There is a need for teachers to develop skills and confidence in using tablets and smartphones to support greater use of everyday technology such as online banking and email and extending the use of modern technology such as cloud services and music applications. We can also consider developing course content to include more information on online security across all our programmes.

Italy

In total 38 Italian teachers replied to the questionnaire. They mainly work in the Provincial Centres for the Education of Adults (CPIA), dealing with immigrants or asylum-seekers. They are older and more experienced when compared to respondents from other countries in this survey: almost half

have more than 20 years of teaching experience. Majority, 63%, of the respondents teach Italian language to adult immigrants, significantly more than the average of the whole survey (44%).

The teachers' access to ICT devices – except for the computer and the smartphone – is quite limited during teaching activities: 52% have no access to laptop, compared to the 30% of the whole survey, and almost 66% do not have access to tablet computer, compared to 52,9% of respondents in the whole survey. The Italian teachers seem to be quite confident with computer, tablet and smartphone, even if the lack of training on ICT is an obvious problem: almost the 60% of the Italian sample has not received any ICT related training in the last 12 months. Teachers requested for better access to technical equipment and more technical support – this differed again from the average answers in the survey focusing more on the amount of training and peer-support.

The open answers mainly point out that teachers would like to improve competences on specific programs for content creation for educational purposes, including video making and storytelling with students, e-books, podcasts, building websites, and realizing documentaries on teaching experiences. One of the open answers also points out that the respondent would in general like to “learn programs I saw in this survey for the first time”.

The Netherlands

For the Netherlands the questionnaire was also filled out by different groups of teachers; literacy teachers, Dutch as a first language as well as a second language teachers and teachers in ‘second chance education’. In total 34 teachers answered the questionnaire in the Netherlands. Half of the respondents were female and half male, vast majority, 88%, being over the age of 50.

The teachers reported a big difference in access to the different digital devices in the classroom. In total 77% have access to a computer and smartboard. On the other hand, 78% have no access to laptops and 85% have no access to tablets during the lessons. The teachers also have less confidence in using tablets (29%), while 71% feel more or less confident using the computer and smartboard. Yet, many would like to learn more about using smartboards in their teaching. Teachers also want to improve their skills in using Office software such as Word, Excel and Powerpoint.

Teachers say that more training (in educational software) and more time will help them to increase knowledge and use of ICT in their lessons. Almost all teachers stressed the need for students to know how to read and write e-mails and how to search for information online.

The survey results point out the need to improve access to tablets in the classroom: although 71% teachers allow tablets to be used during lessons, majority (85%) do not have access to tablets.

Norway

In total 19 teachers from Norway responded to the survey. Majority of them (73,7%) were teaching adult immigrants; also young adults, and adults with learning difficulties were common target groups. Most were teaching Norwegian as a second language (68,4%) or special needs education (42,1%).

In Norway, nearly 90% of teachers have access to laptops and tablet computers. Around half of the teachers have access to smartboards, but one out of four teachers do not use them in teaching at all. Although over half of the teachers said that they have access to recording equipment, most of

them did not use them in teaching. They were least confident in using smartboards, with one of out of five teachers saying “not confident” in the survey. Except for recording devices, students are generally allowed to use their own equipment in class.

More practice, time, and peer-support would help in developing the teachers’ ICT skills according to the respondents. Large majority, 68% of respondents says to have had only 1-4 hours of ICT related training in the last months. According to IDEAL project team members, there are more training opportunities available for learning new ICT skills, but the methods used are mostly peer-learning and sharing of knowledge instead of bringing in outsiders for training. Perhaps this is not always perceived as real “training”.

5. STUDENTS: OVERALL RESULTS

“We are now in the digital era, so why not keep education interesting and use for example online tests and quizzes?”

Student from CVO Antwerpen, Belgium

Demographic questions

Background questions for student respondents included questions on age, gender, education level and mother tongue. Gender division was more equal among students than with teachers: 54 % female / 46% male. Also the age of the students was more evenly distributed (Chart 13). The largest age group was 20-29 years, with almost one third of all the respondents, but other age groups were also well represented in the survey.

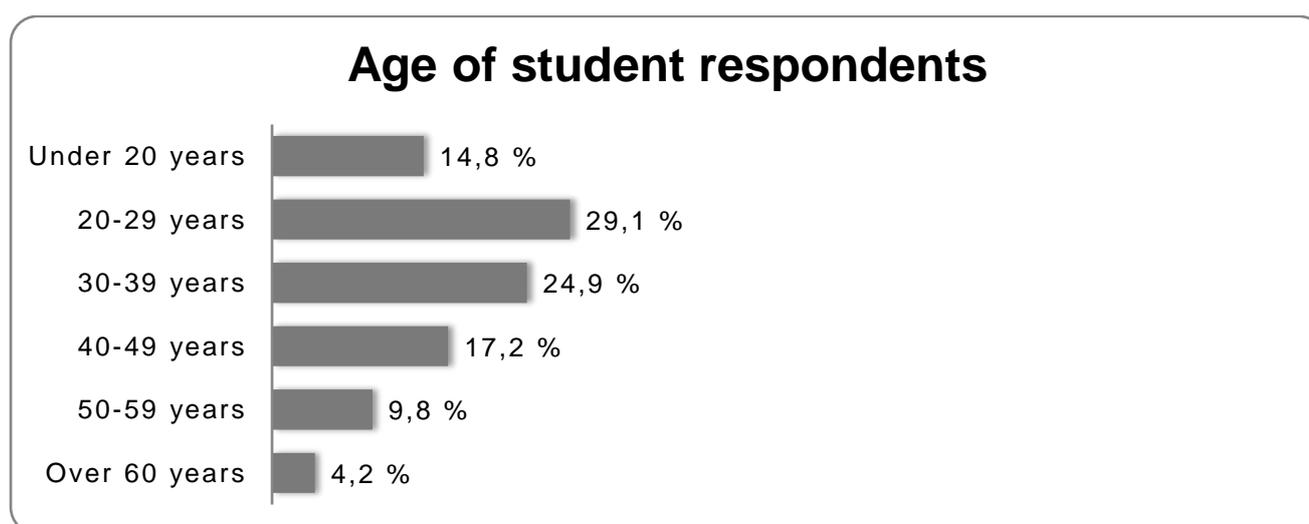


CHART 13. AGE OF STUDENT RESPONDENTS

The overall results of the student survey may be affected by the overrepresentation of Dutch students in this survey sample, totaling 47% of all the respondents.

More than half of all respondents were second language learners, studying the national language of the country they were living in. The major non-European language among respondents was Arabic (11% of respondents), but in total 45 different languages were mentioned as mother tongue. Only 5% of student respondents have no formal education at all.

Digital skills and access to devices

Around half of the students have access to tablet computer at home, while a significantly larger number have access to computer or laptop (78,3%) or smartphone (73%). Only 4,2% of students do not have access to any of these devices at home (Chart 14).

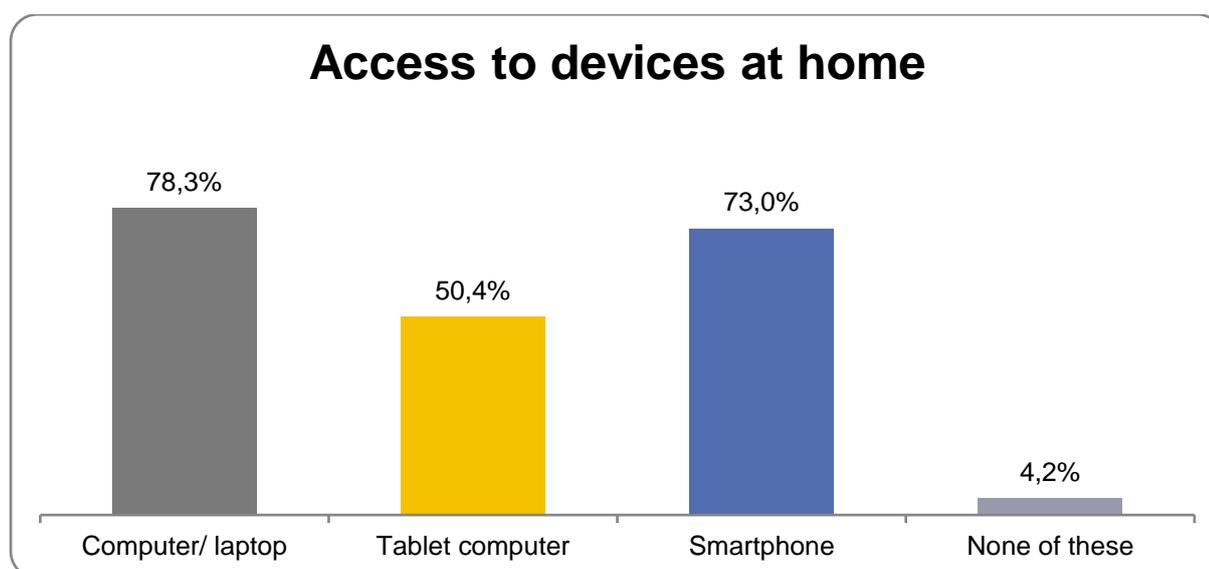


CHART 14. WHICH DEVICES STUDENTS HAVE ACCESS AT HOME

Over half of the students use computer daily; yet 10% said that they never use computer. This division was even larger for the users of tablet computer: over one third of students never use tablet computer (38%), but many use it daily (29%) or weekly (21%). Smartphones are more accessible, with 81% of respondents using them daily. Yet again, 12% of students never use a smartphone.

Although two out of three students responded that they are able to use computer very well (35%) or quite well (35%), almost one third of students still said they are not able to use the computer at all (7%) or very little (24%). Figures were similar for tablet computers: some can use tablets very well (33%) or quite well (25%), but a much larger percentage of students are not confident in using tablets at all (27%). Almost half of the students can use smartphones very well, while one out of five students cannot use smartphone at all (11%) or only very little (10%).

Students were asked about the purposes they use different devices for (computer, tablet, smart phone), the language they use in different situations online, and about the digital skills they would like to learn.

The most popular purposes for computer use, selected by more than half of all students included:

- Reading and writing e-mails (71,2%)
- Searching for information online (71,5%)
- Using social media (56,4%)
- Using online banking (54%)
- Watching video clips (66,5%)
- Downloading and playing music (53,7%)

Also using computer for educational purposes, such as studying languages (44,2%), using dictionaries (46,6%) and educational software to learn literacy (24,3%), is quite widespread among students (Chart 15).

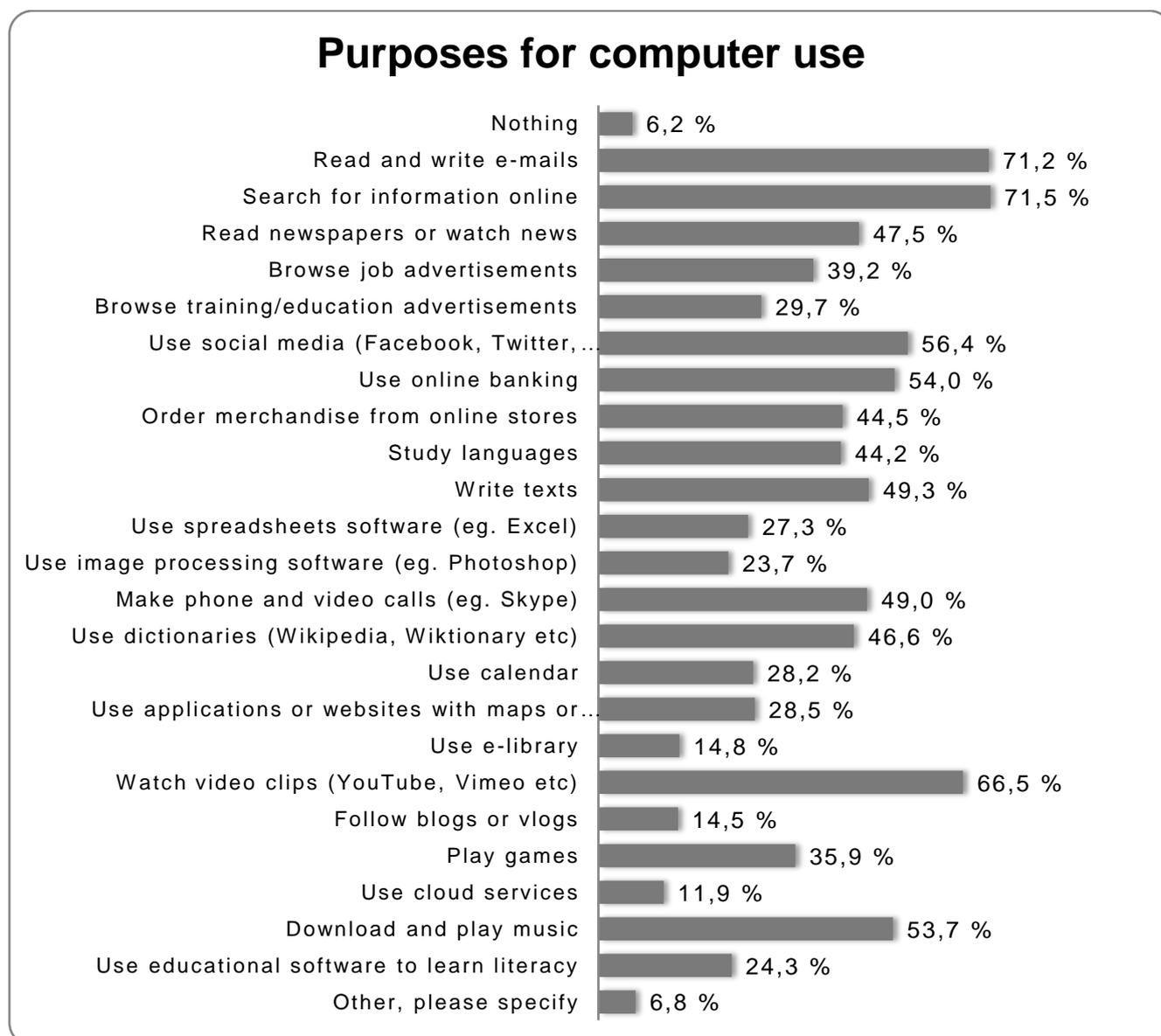


CHART 15. PURPOSES FOR STUDENTS' COMPUTER USE

The main differing uses for tablet or smartphone when compared to computers were making phone calls (84,9%), taking photos (82,2%), sending SMS (76,6%), using messaging and call applications such as WhatsApp (71,2%), using alarm clock (68%), and reading newspapers or watching news (53,7%).

Notably, one out of four students never make online phone or video calls; almost half never use spreadsheets software such as Excel; and over half of the students never follow blogs or vlogs.

Regarding the language students use with digital devices and environments, many use several languages, including the national language of the country they were living in, and possibly also their mother tongue or other language. Using multiple languages was especially true when searching for information online (56,1%), watching video clips (54,3%), reading and writing e-mails (50,4%), writing texts (49,6%), reading newspapers or watching news online (42,4%), making online phone calls (41,2%) or using social media (40,7%). Quite understandably, more students only use the national language of the country when browsing job advertisements online (40,1%), education advertisements online (32,9%) or using online banking (48,7%).

Half of the students hope to learn more about the basics of computer; over 40 percent stated the same for smartphones; and almost half of the students want to learn about the basics of tablet computers. Using internet, image processing, searching information online, job search and using e-mail in the national language of the country are already familiar to many students, but yet almost half are hoping to improve their skills in these topics. Also online banking, apartment search online security and calendar software are interesting topics for students. Even higher on the students' wish list are word processing and using educational software to learn literacy or languages.

Students had the opportunity to write open answers on what other digital skills they would like to learn. Their answers include online marketing, advanced photo and video editing, programming, web design. Many respondents mention again Word processing and Excel spreadsheets separately.

6. STUDENTS: COUNTRY RESULTS

Belgium

In total 32 students answered the questionnaire. One out of four students that responded to the questionnaire indicated that their mother tongue is not Dutch, less than the average in the whole survey. Belgian students were more educated and also younger than the average in our survey: over half were in the age bracket 20-29 years old, compared to 29% in the whole survey.

Students in Belgium had better access to different devices (computer, tablet, smartphone) than on average (Chart 16). All respondents in Belgium had access to at least one of these devices at home.

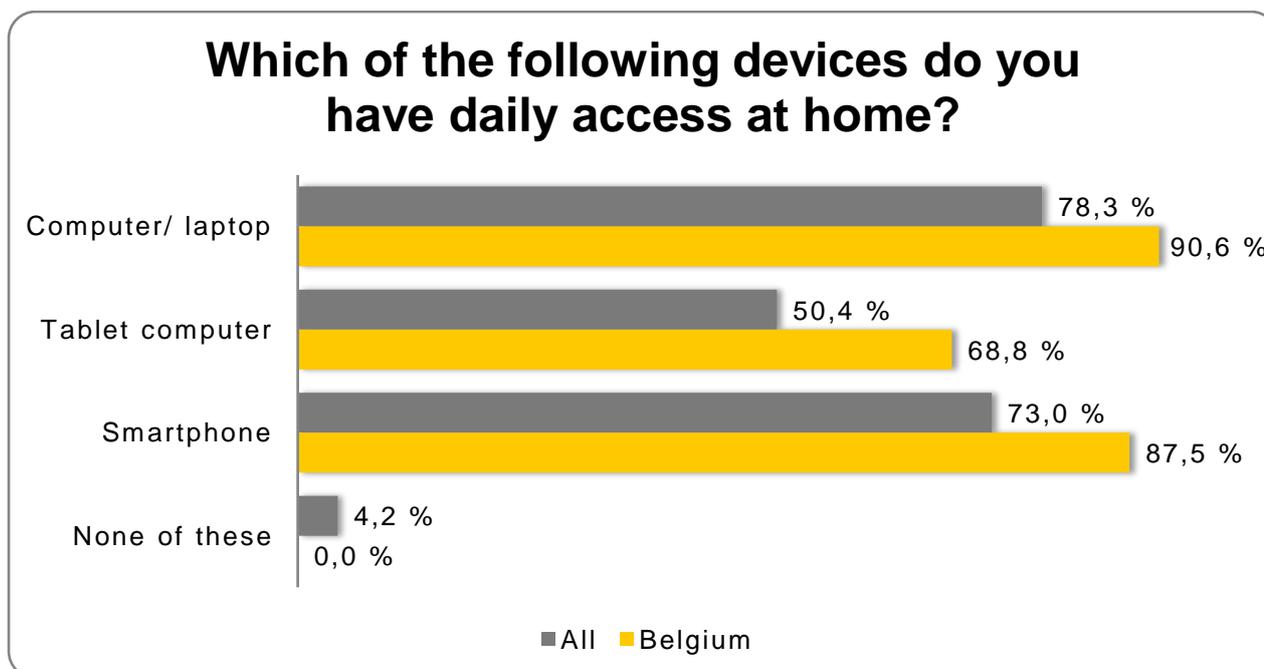


CHART 16. STUDENTS' ACCESS TO DEVICES AT HOME.

Students use their smartphone or tablet mainly to make phone calls, to send text messages and as an alarm clock. Surprisingly enough, students indicate that they especially want to learn how to download and play music and how to use cloud services (eg. Google Drive). As for the basic computer skills, they mainly want to learn about software for language learning, software to improve literacy and image editing software.

One of the students was interested in online learning and was giving the example of watching news online. "We are now in the digital era, so why not keep education interesting and use for example online tests and quizzes?" A challenge accepted!

Finland

A total of 28 students, mostly second-language learners (82%), answered the Finnish survey. Over half of the students belonged to the group of 30-39 years of age, and the Finnish sample did not have any students over 50 years old.

Almost half of Finnish respondents are highly educated, while another half have only 0-5 years of formal education (Chart 17). This is partly explained by the fact that the survey was done with two

different student groups in Finland: with a quick group for fast learners and a slow group for students with less or no formal education.

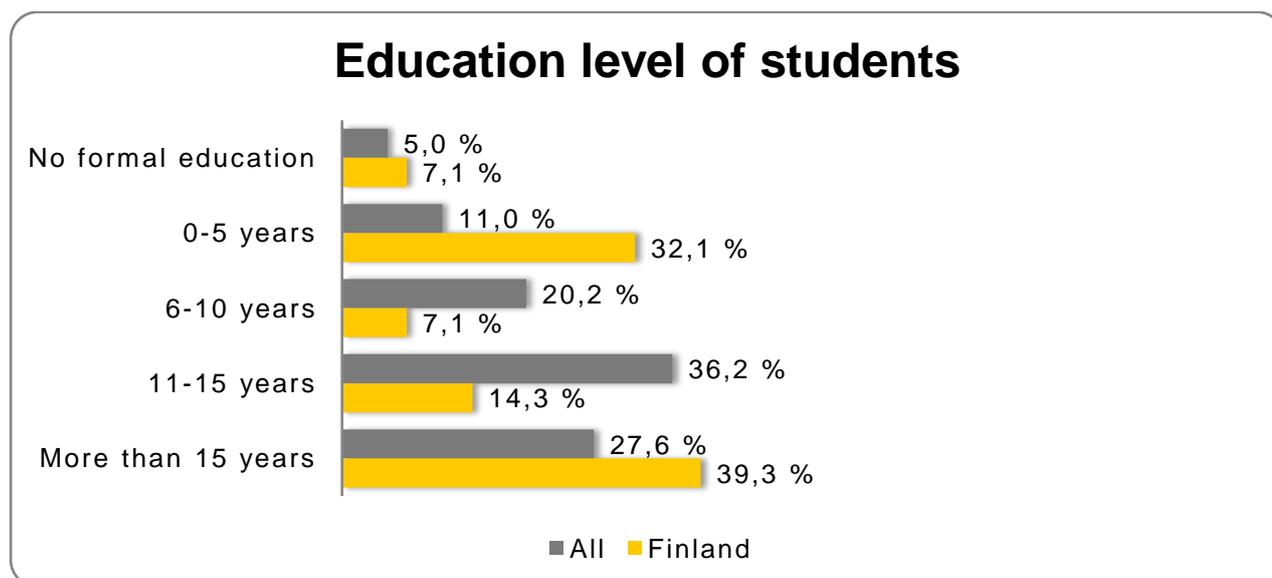


CHART 17. EDUCATION LEVEL OF STUDENTS

Majority of students have access to computer and smartphone at home. Only 7% of them never use digital devices at home. Almost one third of students is not confident at all in using tablets; they are more familiar with computers and smartphones. All students have an e-mail address, and only 4% say they do not use their e-mail address even if they have one.

64% of the respondents search for information online, which feels a bit low considering that half of these students were highly educated. However, respondents in Finland read newspapers much more online (75%) than the average of the whole survey, which was only 48%. The same applies to learning languages online: 82% of our respondents compared to the average of 42% in the whole survey. In this sample, students in Finland use their computer and/or mobile devices more than the average respondent in all the listed activities and they tend to also use them in Finnish language. The exception is social media, where half of the respondents only use their mother tongue or other languages besides Finnish language, a major difference when compared to the average responses in the survey (Chart 18).

Languages that students use in social media



CHART 18. LANGUAGES THAT STUDENTS USE IN SOCIAL MEDIA.

Over half of the student respondents want to learn more about digital tools and devices. Students would especially want to learn more about job search, education search and also apartment search, more than the average respondents in the survey. Half of the students are already familiar with online banking and online security, also a higher number than in other countries. Students in Finland are also more interested to learn about cloud services: almost one third says that they have no prior experience, but would like to learn more. This result is somewhat surprising as all students in Luksia have access to Office 365 through their studies, but perhaps the software, and the cloud services are not used enough during the studies.

Ireland

In total 35 students responded to the survey in Ireland, with a range of students including both immigrants and literacy students at different levels. Less than one third of students who participated in the survey were second-language learners. There was a more mixed age profile than that of the teachers, but also students are older than average respondents in our survey, almost one third being in the group of 40-49 years of age.

The smartphone is the most regularly used device, with 74% of students having access to a smartphone. Respondents have less access to computers (65,7%) or tablets (42,9%) at home than on average. Compared to the survey average, Ireland has a much higher proportion of students with no access to technology: 11% of all respondents, and 15% of non-language learners have no access to computer, tablet computer or smartphone at home. The number of students that have e-mail address but do not use it is also larger (17,1%) among Irish respondents when compared to the survey average (Chart 19).



CHART 19. E-MAIL ADDRESS USE AMONG STUDENTS.

Students in Ireland do not use technology for online banking and are not confident about online security. They identify improving basic ICT skills, searching the internet, social media and downloading music or editing images as skills they would like to develop.

Italy

Altogether 37 students, mostly second-language speakers (about 80% of respondents) answered the Italian survey. About a third of respondents are women, and the average age of the group is young: 86,4% of them is under forty years old. Over one third of respondents have a high level of formal education, over 15 years in total.

Most of the students have a smartphone, and just over half of the group has a computer at home. The tablet computer is least accessible for student respondents: less than 30% have access to a tablet computer at home, compared to 50% in the overall survey. Over 60% of students never use a tablet computer, almost double compared to the average figure in the survey (Chart 20). The students' skills reflect the same, with good skills on smartphone and computer use. Over 95% of the sample have an e-mail address, and 46% use e-mail a lot. Computer is mainly used for searching for information on line and watching video clips; smartphone is, predictably, mainly used for communication (phone calls, messages), pictures, social media and practical needs (i.e. alarm clock, calendar). As in Ireland, students in Italy do not use technology for online banking.

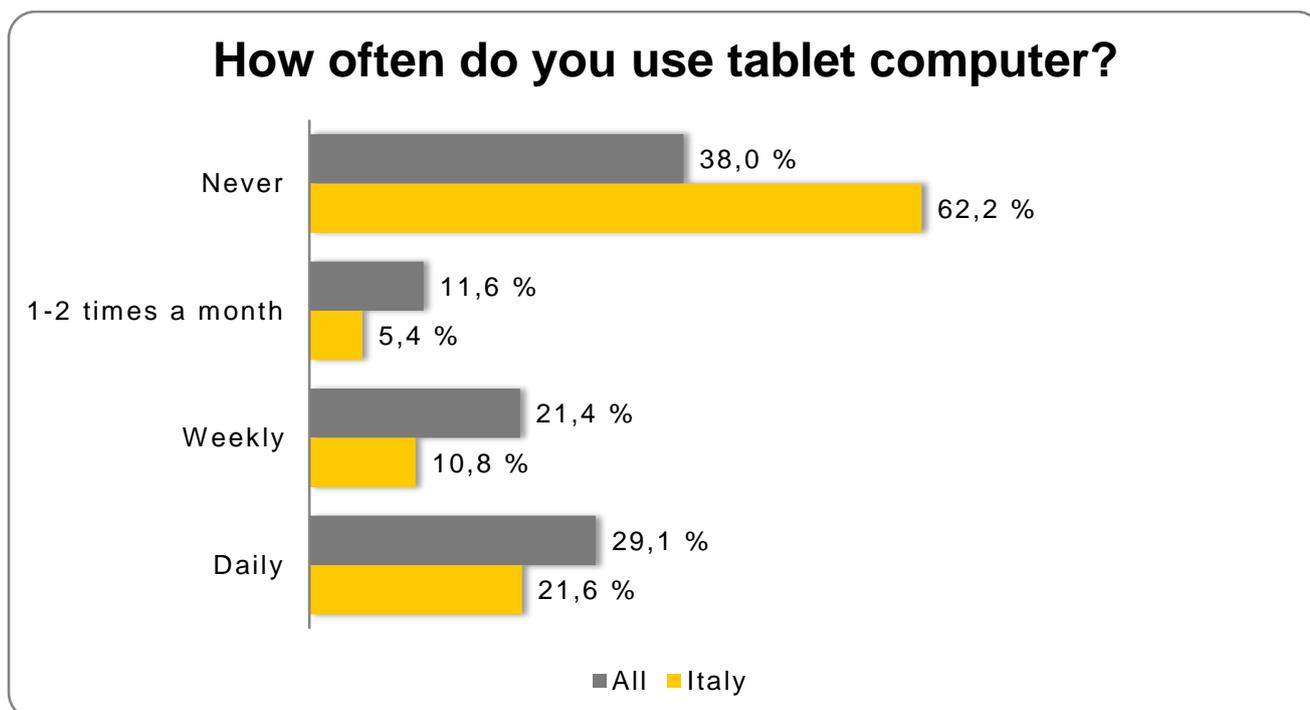


CHART 20. USAGE OF TABLET COMPUTER AMONG STUDENTS.

The most required competences are connected to communication needs and Italian language learning: students would like to learn more about Internet and smartphone, and searching for information and using e-mail in Italian.

Among the open answers, the most common ones are related to various learning needs – basic ICT skills such as information search and specific computer programs related to websites, blogs and graphic design.

The Netherlands

In total 152 students answered the questionnaire in the Netherlands, with nearly equal gender balance of 48% female, 52% male. Different groups of students responded the survey: literacy students, students learning Dutch as a first, and as a second language, and students attending 'second chance education'.

The Netherlands had a large group of young respondents: 23% of the respondents were under 20 years old, compared to the average of 14,8%. Almost half (45%) of the respondents spoke Dutch as their first language, and they were more educated than on the average in the survey, 42% of students having 11-15 years of formal education (36% in the whole survey).

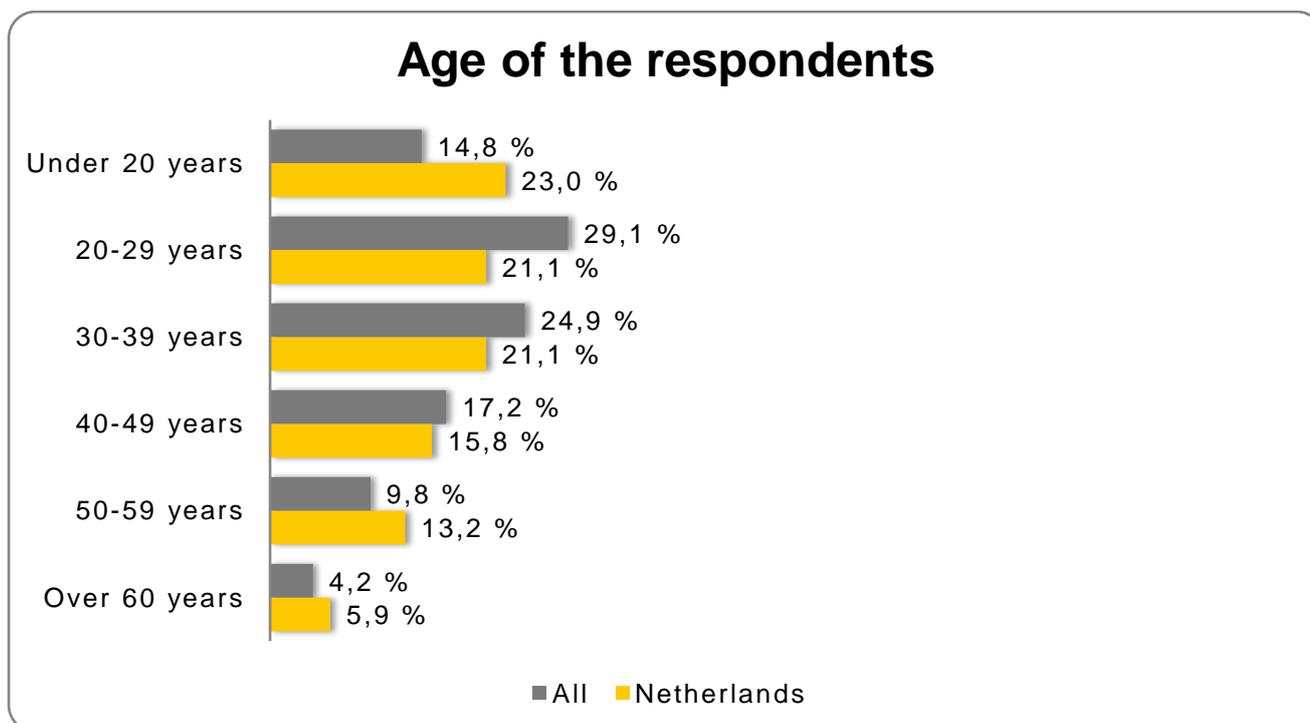


CHART 21. AGE OF STUDENT RESPONDENTS.

Majority (86%) have daily access to a computer at home, and over half of the students (58%) use computer daily. Three out of four students says that they already know 47 % to a laptop, 58 % use them daily and 45 % say they already know how to use these devices very well or quite well. Nevertheless, many students still want to learn more about the basics of computer and tablets, Office programmes, image processing and math.

Already 21% of the respondents are using educational software on the smartphone to learn literacy and 50% use online banking. The use of tablets in the Netherlands lags behind in comparison with the average of the survey.

Norway

A third of the students who answered the Norwegian survey attend the department of special needs, the other two thirds attend Norwegian as a second language courses. Many of them have little or no prior schooling. This is reflected in the answers. For example one out of four students never use computer or laptop; but tablet computers are frequently used by students in Norway: over 60% use them daily, compared to the survey average of 29%. Students are also much more confident in using tablets, with only 2,7% saying “not at all confident”, compared to the survey average of 26,7%.

The number of students using e-mail is quite surprising: 16% of respondents say that they do not even have an e-mail account, and 24% says they never read or write e-mails. Yet, many of the students want to learn how to use an e-mail and also teachers think it is important skill for the students. This tells us that we need more focus on the benefits of using an e-mail.

The same concerns online banking where 43% answer that they never use online banking, and only 13,5% say they already know online banking well (Chart 21).

Students wanting to learn more about online banking

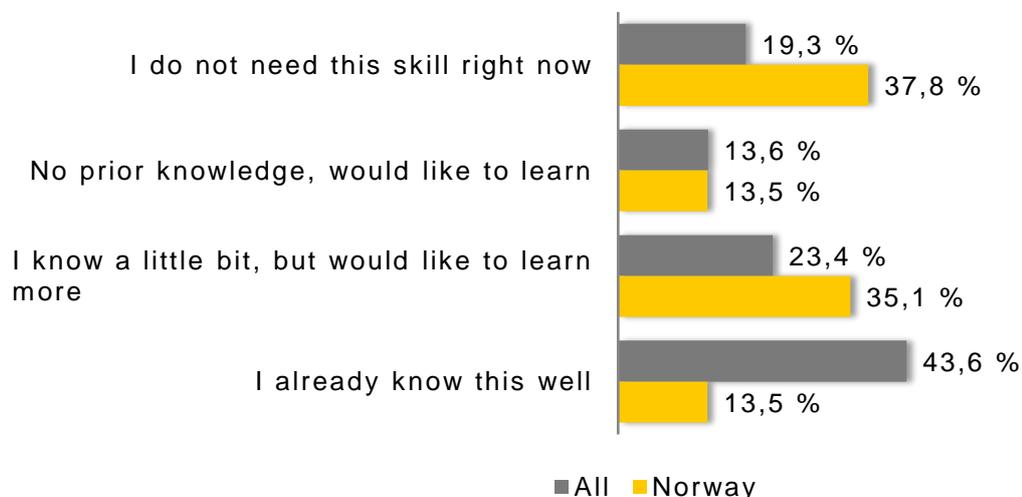


CHART 21. SKILL AND USE OF ONLINE BANKING.

In total 76% of the students say that they have little or no prior knowledge in use of computers. More participants know how to use smart phones and tablets. This shows that we have a more solid base to build on if we use those devices that they already use and know.

The survey shows us that our students know little about digital media, but they want to learn more. They are interested in learning! They understand that knowledge about digital media is necessary in our society, but many of our respondents do not see this as an important skill to learn at the moment.

7. CONCLUSIONS

Students and teachers must get familiar with these digital devices: experimenting and active doing give us the necessary courage.

Teacher from Luksia, Western Uusimaa Municipal Education and Training Consortium, Finland

Challenges

The results show that the digital divide remains a challenge in all countries participating in the survey. There is vast diversity among students and teachers due to their different backgrounds, existing skills and knowledge. This variation can be caused by generational differences, or by socio-economic position and the lack of access to necessary digital devices or education.

Especially the division between students seems to be quite sharp: one group of students has good access and uses digital devices a lot, while another group does not use them at all. For example, 12% of student respondents were still not using smartphones, the most widespread among the digital devices.

Overall, access to devices is still a problem in many of the participating organizations, but even when teachers have access, the use of digital devices remains of an issue. Over 20% of teachers have access to smartphones but never use them in teaching; nearly 10% have access to smartboards but never use them; and 12% have access to tablets but never use them. Tablet computers and smartboards were generally less accessible than smartphones or computers, the exceptions being Norway where tablets have been readily available, and the Netherlands where smartboards are available in all classrooms. Both students and teachers are generally less used to using tablets in learning, again the exception being Norway.

However, the project team wants to underline that these results illustrate the situation in our organizations at the beginning of the year 2016. Currently changes are on their way: many organizations are stressing the need to update our teachers' and students' digital skills, and this need is being translated into concrete plans and training programmes. Teachers and students might respond very differently to these same questions already in the near future.

Recommendations

- Overall, the very small number of hours of ICT-related training that the teachers report in the survey is a surprising result. The IDEAL project aims at responding to this need through learning workshops aimed at adult educators, supported by practical guidance materials (good practice guidelines, video tutorials) available on the project website at www.erasmusideal.com.

- Educational institutions should make a plan for what the students need to know about computers, tablets and smartphones, what is available and useful, and how to teach this. This plan should be based on real needs as expressed also in this survey.
- Many teachers and students already use social media and apps such as Whatsapp or Skype in their personal life, but they are not using them for learning or teaching. More practical guidance on how to benefit from these tools and apply them in the learning context is needed.
- Students are interested in things like social media and downloading music, but also in learning more “traditional” ICT skills such as Word processing and spreadsheets. Educational institutions should think more about integrating ICT skills into language education.
- The IDEAL project strongly relies on peer-support and sharing of knowledge. This can be a very efficient way of learning both for teachers and students, and based on the survey results, educational institutions should ensure that opportunities for peer-learning are fully exploited within the contexts of learning and staff professional development.

ANNEXES

The questionnaires used in this survey for teachers and students, as well as full country-specific and general results are available at <http://www.erasmusideal.com/survey-results>.



IDEAL - INTEGRATING DIGITAL SKILLS IN ADULT LITERACY

Context and needs analysis report.

Intellectual Output 1.

Background material for the report, including full results of the survey and the survey questionnaires are available at www.erasmusideal.com.

Publishing date: October, 2016

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