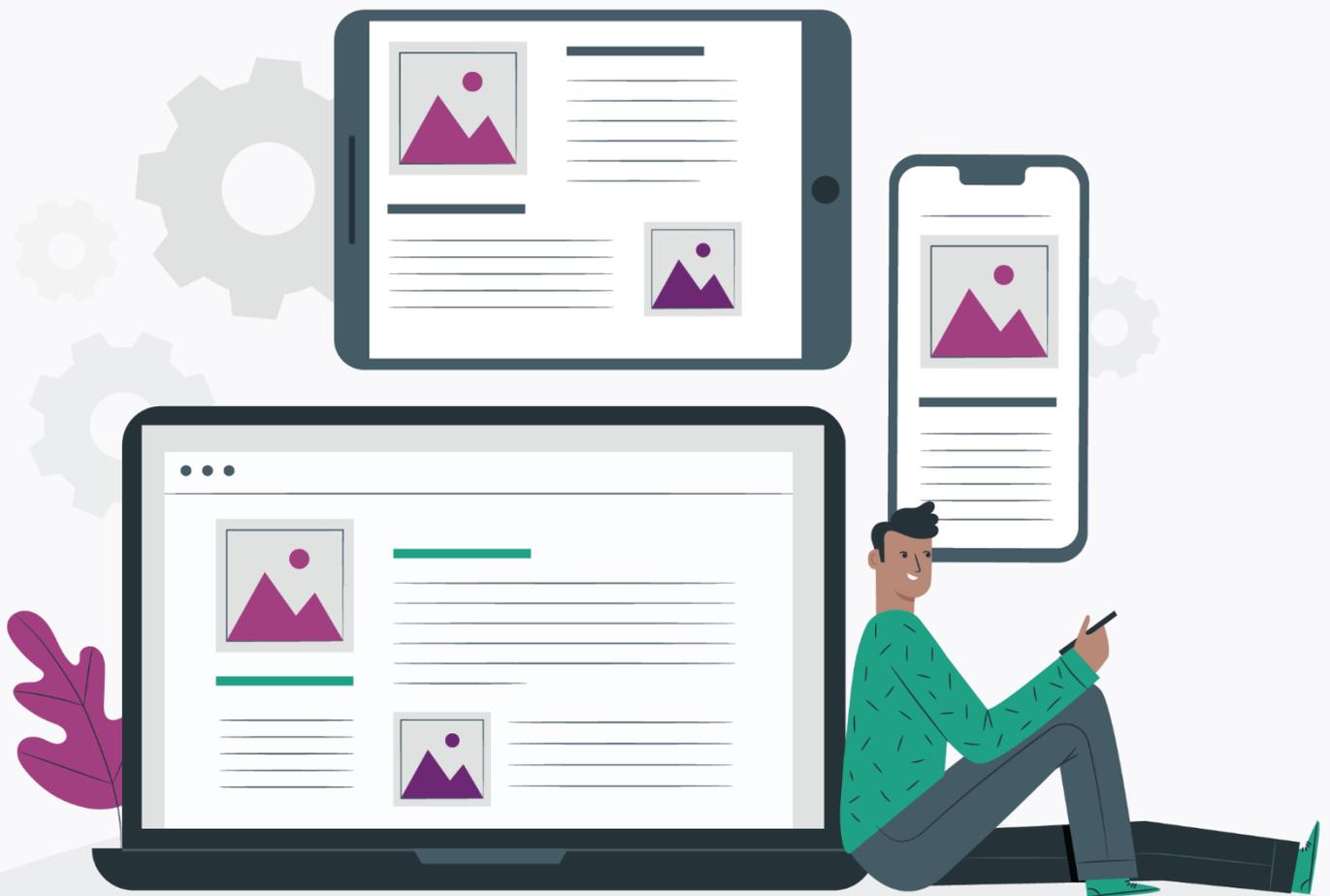




Digital Adult Educators: Preparing Adult Educators for a Digital World

IO3. Impact Assessment Study and
Practice Recommendations



Contents

Foreword	3
Introduction	5
The Cyprus National Report	8
The Hellenic National Report	17
The Irish National Report	24
The Latvian National Report	36
The Spanish National Report	39
Practice Recommendations	43

Foreword

The European Commission has prioritised and supported digital skills development through a range of policies and actions, working with Member States in supporting learners, employees, job-seekers and innovators in every setting. The “Digital Adult Educators: Preparing Adult Educators for a Digital World” (DigitALAD) project, funded by the Erasmus+ programme, Key Action 2 Cooperation for innovation and the exchange of good practices (KA204 - Strategic Partnerships for adult education), started on 1 November 2019 and will close on 31 October 2021. The project was coordinated by the University of Latvia, includes six other partners: University of Aegean (UAegean) from Greece; The Centre for Advancement of Research and Development in Educational Technology LTC (CARDET) from Cyprus; The Rural Hub from Ireland; INNOVADE from Cyprus; JAITEK Tecnología y Formación from Spain; The European Association for the Education of Adults (EAEA) from Belgium, and one associate partner, The Swiss Federation for Adult Learning (SVEB) from Switzerland.

DigitALAD is a transnational effort to help fill the growing gap between the demand for, and supply of, a digitally competent workforce, the needs of citizens in 21st century, in which 90% of

jobs will require digital skills at least at basic level, and where public services, health, education and leisure opportunities are increasingly being digitised.

Aligned with the priority “Open education and innovative practices in a digital era”, the DigitALAD developed an innovative training programme for adult educators based on the following principles:

- self-direction and motivation
- use of life experience to facilitate learning
- achievement of goals
- relevance of information
- practicality
- continuous support and mentorship
- use of modern ways of learning
- choice on how they learn.

Although the DigitALAD project kicked off a few months before the pandemic entered our lives, the results that were foreseen proved to be particularly relevant in the difficult times of online teaching. More specifically, project results include a handbook for adult educators, based on the Digital Competence Framework for Adult Educators (DigCompEdu), and an e-learning space, in which they can assess

their own competences and try out new tools.

“The DigitALAD project came at the right time, since we realised the benefits of digitalisation. The timing has been right due to the pandemic and the “violent” remote learning that came into our lives. We know there is a great need for digital skills, and adult education classes have been frozen during the pandemic.”

Demos Michael, CARDET, Cyprus

This is undeniably true. As all teaching had to be moved to virtual spaces, adult educators frequently found themselves out of depth. Inadequate equipment, issues with connectivity, but most importantly a lack of confidence in using digital tools or facilitating interactions in a virtual environment: throughout the pandemic, many have expressed their need for more support.

“The project will enable educators to grab the problem and improve the quality of their teaching, and so it should support the learners. It also totally enters the logic of lifelong education.”

Annika Ribordy, SVEB, Switzerland

The use of DigCompEdu throughout the project is particularly useful, as it

provides a transparent and comprehensive reference frameworks against which adult educators can follow their progress.

“It is researched-backed and presents a total of competences which are necessary for the adult educators, as well as educators of any age. Considering that there is no standardised education for the digital skills training, this project can prove to be especially beneficial for information, searching digital tools, and for organising relevant training.”

Demos Michael, CARDET, Cyprus

This report presents the results of the pilot implementation of the training programme in four countries: Cyprus, Greece, Ireland, Latvia and Spain. Participants of the DigitALAD training programme have appreciated the opportunity to access high-quality materials free of charge. Project results indicate that quality of offers and policy support for professional development of adult educators in the area of digital competence still leave much to be improved. Although there are diverse tools available, many adult educators have not been introduced to them or do not think of them as useful for professional purposes.

Introduction

Overview

In the future, 9 out of 10 jobs will require digital skills, as digital technologies are already used for work and employability in many sectors from education, training and healthcare to transport, farming and the information and communications technology industry. According to the Digital Skills and Jobs Policy, 16 Member States including Ireland, already recognised the importance of the development of digital skills of their citizens and are in the process or already adopted relevant strategies aimed at enhancing digital literacy and skills, while other countries such as Latvia, Greece, Cyprus, Belgium, and Spain did not yet. The above hurdles are calling for collective transnational efforts to educate adults and prepare them for the digital world we live in.

The DigitALAD project focuses on building the capacity of adult educators to face the digital challenges and opportunities of the technological world by providing them with the necessary knowledge, skills, and competences to be able to use them in their daily practice and in extend with the adult learners to empower them for employability.

To address the gap and needs of the field, the DigitALAD project's objectives are to:

- Build the capacity of adult educators to become digitally literate in their teaching practices.
- Build the competencies of adults to use digital tools for employability.
- Develop innovative quality resources for adult educators/ trainers and adults.
- Promote awareness on the importance of digital skills for adults in Europe.

Initial design of the study

The "Impact Assessment Study and Practice Recommendations" initial design foreseen the following activities to pilot test the training programme developed by the Consortium and to measure the impact on adult educators and adult learners:

Phase A: Blended learning trainings to at least 20 adult educators in each partner country (total of 140 adult educators)

Phase A was designed to implement the following activities:

- Face to face workshops (Duration: 4 hours)

- Online engagement via the e-learning platform (Duration 12 hours)
- Face to face workshops, showcase of good examples and group work: (Duration: 4 hours).

Phase B: At least two adult educators will pilot test the OERs of the training programme with at least two groups of adult learners in each country.

Phase C: At the end of each national implementation session responsible partners will administer the evaluation questionnaires for the adult educators and the adult learners.

The pandemic and its implications for pilot application design

The pandemic broke out within the first semester of the project implementation. The project partners assessed the risks involved and adjusted the initial design of the pilots according to the local conditions to ensure the safety of the all stakeholders involved.

This Report presents the five National Reports on the pilot testing and the impact assessment in Cyprus, Greece, Ireland, Latvia and Spain.

Interestingly, despite the extreme conditions in all partners countries, the project proved to be a success!

The results presented in the National Reports demonstrate that the suggested approach works well under difficult conditions, such as a pandemic, and provides insights and best practice recommendations for future use.



The Cyprus National Report by CARDET & INNOVADE

Methodology

The impact assessment study has been designed to measure the impact of the project. For this study Cyprus partners have been engaged in the following activities:

PHASE A: Two online (due to covid-19 restrictions) learning trainings offered to 88 adult and school educators.

- Online workshop
- Online engagement via the e-learning space
- Online workshop

PHASE B: Two adult educators used material and what they learned to offer trainings to the adult learners of their classes.

PHASE C: Impact assessment was conducted on project staff and Cypriot organizations (in collaboration with partners), adult educators, and adult learners using the IMPACT+ toolkit developed by ECORYS.

After the Phase A, two adult educators have been directed by CARDET and INNOVADE project staff to research, prepare and present an action plan on how to integrate the DigitALAD material in practice with adult learners. They were guided and supported to run national implementations of selected

parts of the DigitALAD Training Programme and the resources from the e-learning space engaging their adult learners (Phase B). At the end of both phases' sessions, project partners (CARDET and INNOVADE) administered evaluation questionnaires to participants to evaluate the organization, content, facilitator, efficiency of the trainings and tools used. The IMPACT+ methodology has been adapted to establish the impact of the project across all stakeholders.

Pilot Implementations and Impact Assessment

Phase A: Pilot implementations to adult educators

The pilot implementation to adult educators has been conducted in two phases as proposed in the guidelines. Due to the current pandemic situation of covid-19, the two workshops were held online after confirming with the output leader (i.e., University of Aegean).

During these trainings, adult educators have been induced to DigitALAD handbook, lesson plans and e-learning platform. According to the initial guidelines, the implementation runs as follows:

Online workshop (05 July 2021)

- Presentation of the project
- Presentation of the training programme (handbook and lesson plans)
- Registration to the e-learning platform
- “Hands-on” activities

The first workshop took place on the 5th of July 2021 with great success. The length of the workshop was suggested to remain short, as lengthy attendance in online workshops might become demotivated for participants. Therefore, a brief and comprehensive meeting was evidenced to provide more value to them. In total 126 participants were registered during the promotion, and **62 participants** attended the workshop, a number that exceeded in a large extent the expectations of the guidelines (20 participants).

Adult educators were briefly presented the DigitALAD project and headed to practical tools and activities that they can use during their lesson and are aligned with the framework of the project. They were also guided to the website and e-learning platform to use during their own time to practice and develop their skills. The practical approach of the workshop was demonstrated very valuable for them based on their comments.

Online engagement via the elearning space

- Autonomous by participants
- Encouraged to answer the questionnaire/evaluation of the platform (found at the end of Module 5)

Online workshop (14 July 2021)

- Presentation of national and European data on digital gap and inequality
- Presentation of lesson plans
- General evaluation and debriefing
- Certificates to participants

The second workshop also took place online (Zoom) on the 14th of July 2021. The length of the workshop was again short and additional thematic areas were integrated to raise the awareness of participants about other social issues concerning digital skills such as digital gap and inequalities. As expected, it was not possible to keep the same adult educators that participated during the first event, even when follow up contact had been maintained through email. Therefore, the organizers tried to treat it as separate event that could stand alone and not demotivate new participants. In total 38 participants were registered during the promotion, and **26 participants** attended the workshop, a number that also exceeded the expectations of the guidelines (20 participants).

Phase B: Pilot implementations to adult learners

Timeframe: 15 May 2021 – 15 June 2021

Two adult educators who participated in the study were guided and supported (with guidelines, lesson plans, and presentations) to use and implement selected material from the DigitALAD Training Programme and e-learning platform in their classes.



The first workshop took place on the 20th of October 2021 to **15 undergraduate students** of the Primary Education programme of the University of Nicosia (UNIC). The second one took place online with **14 postgraduate students** of the Cyprus University of Technology (CUT). Students in both sessions were introduced to the philosophy of DigitALAD and the Training Programme, and presented the DigCompEdu and DigComp2.0. The presentations included group discussions, quizzes, online activities, and evaluations. Also, students were guided to register the DigitALAD platform, engage with the interactive material, and complete the evaluation forms.

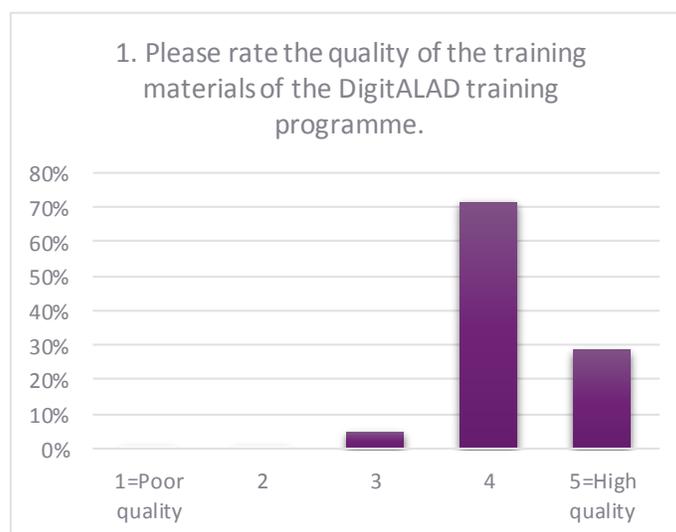
Phase C: Impact assessment and evaluation

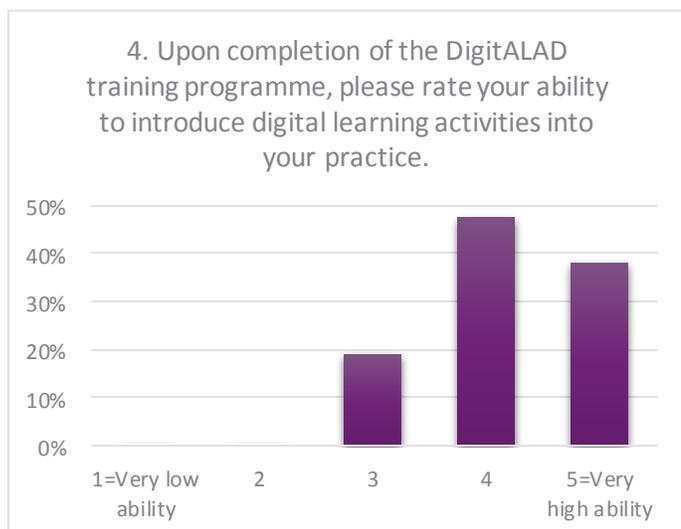
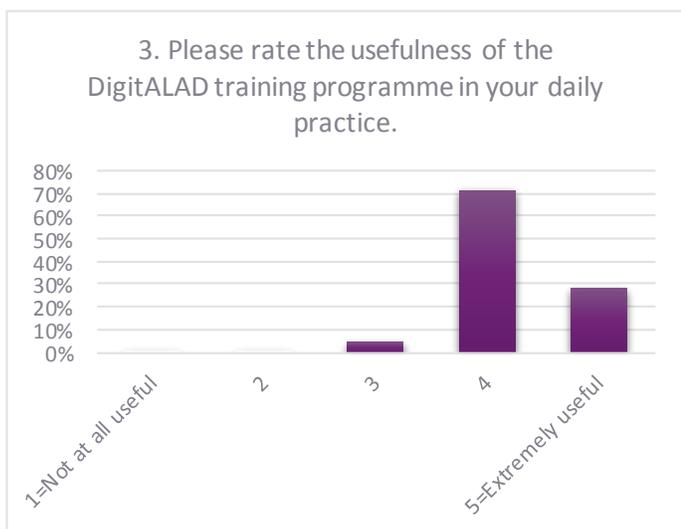
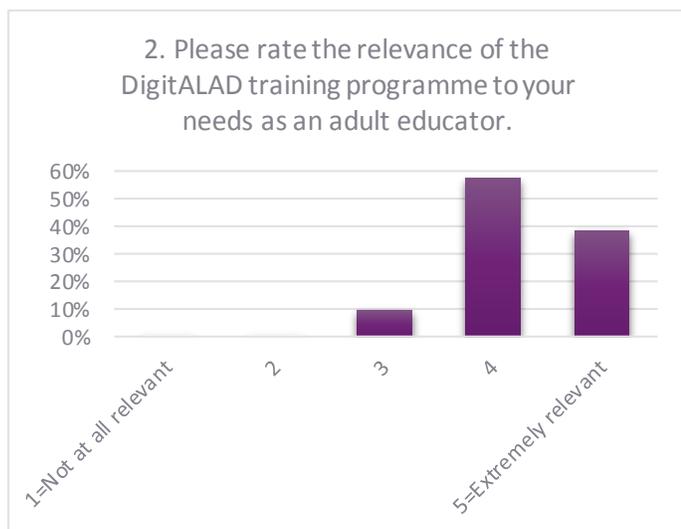
Course Evaluation Findings

The findings from the evaluation of the e-learning course will be presented in the IO3 transnational report as the total number of respondents from all partner countries.

Impact on Adult Educators

Participants after the completion of the second workshop were asked to provide their feedback and comments regarding the pilot implementations and the DigitALAD handbook, lesson plans and e-learning platform, based on the IMPACT+ methodology. The evaluation conducted through [this google form](#). The form had been also sent to the participants of the first workshop through email. In total, 23 answers were collected, and the results are presented below:





5. Please provide at least one example of how the DigitALAD training programme has been beneficial to you.

- I learned new interactive tools, which can be used in an educational context.
- I learned about tools that I have not used before.
- Very very beneficial
- I learned about tools that will help me to disseminate information and create educational programmes properly
- It was practical and directly applicable
- I learned about educational tools that I did not know and that will help me in enriching my teaching
- As a pedagogy student, I laid a solid foundation about the platforms and tools I can use to enrich my course, and make it more creative
- I found the workshop beneficial as I had the opportunity to learn about some digital tools that I was not previously aware of, and their educational applications (e.g. Word reference, Thesaurus, Bingo Baker).
- I learned about tools I had never encountered before such as canvas.
- I got ideas for incorporating them into my teaching.
- I learned about tools I didn't know about
- I learned new google classroom tools
- I will definitely use the dictionaries
- I learned about some digital tools that I didn't know about, even if only in a few minutes.



DigitALAD

- Yes, it was beneficial because I learned about some apps I didn't know about that can be incorporated into my teaching.
- I had the opportunity to see the application of the tools in practice.

6. How did the DigitALAD training programme impacted your professional development plan?

- I will be more aware of interesting ways of passing on knowledge.
- I have learned more about tools I used to use and how I can use them better in my work.
- I plan to use some of these tools in the educational process
- It helped me to develop myself and develop further skills
- Gave me ideas to digitally enrich my teaching
- I learned about educational tools that I was not aware of and that will help me to enrich my teaching. As I mentioned before it will help me to create interactive materials for my students in practice or even worksheets with the help of programs like camva
- It gave me new skills and knowledge to integrate digital tools in my teaching. I got to know the potential of the tools and got practical ideas on how I can integrate them into different lessons.
- I will be able to make any online courses more interesting.
- It has not yet affected me. I hope it will in the future.

- I'll put some of them in the classroom. I have the opportunity to try new methods.
- New tools to support teaching are always needed. Giving me new ideas for improving the learning process.
- Helped me to gain more knowledge and skills for integrating mobile devices in the educational process.
- I will attempt to integrate these devices into my educational practice.

7. How do you plan to share the knowledge and insights gained from the DigitALAD training programme in your Organisation?

- Use these tools to improve my work.
- I will share this knowledge with my team as they organise interactive workshops and these tools will be useful to them.
- In the classroom
- I have already informed my team members and the supervisor of my organization about the tools discussed as well as about the e-learning platform which is very interesting and we are already studying the information found in it
- With experiential presentations to teachers who are interested
- I will definitely use them in the classroom and share them with my colleagues
- putting them into practice and inspiring both my fellow students and colleagues
- I seek to integrate new technologies in my courses, therefore these digital tools will also find their place in

some of my courses. I also share tools that I find useful and appropriate with other colleagues either by inviting them to attend a lesson or co-teaching.

- Through my courses. I will of course also discuss with my colleagues for updates.
- Through discussions with other colleagues.
- by informing and presenting to colleagues what I liked
- I will share my knowledge with colleagues and application
- If necessary I will inform colleagues
- I will personally inform colleagues about Binko Baker, Quizizz Canva
- I can use some of the apps in a lesson plan that they can follow. Also can do a presentation of the apps at a staff meeting.
- I will let other colleagues know.

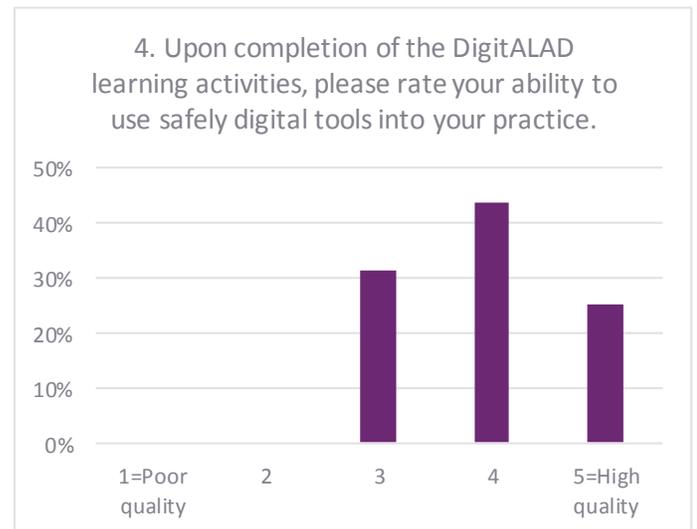
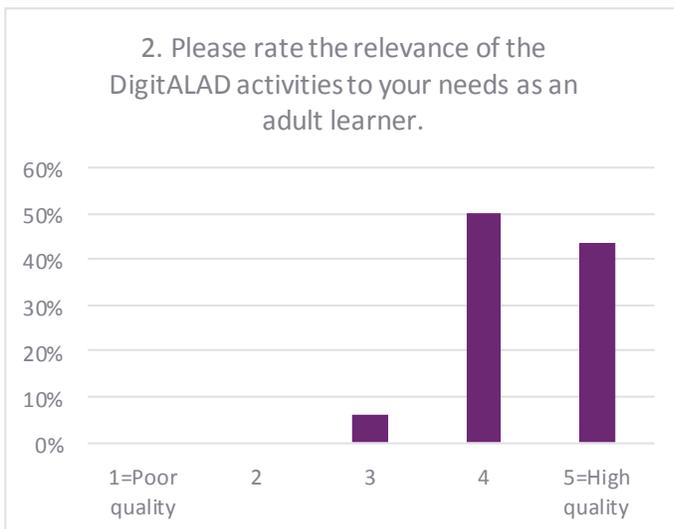
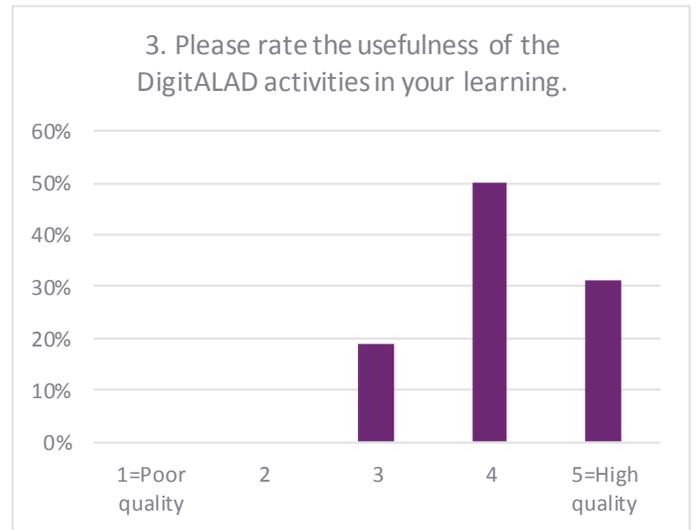
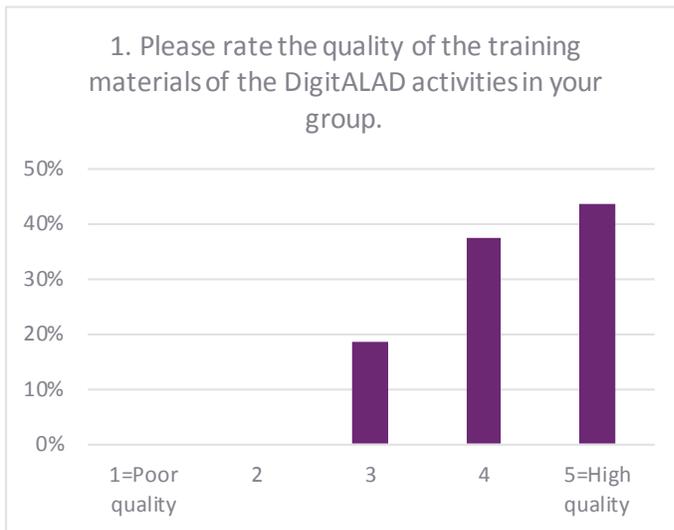
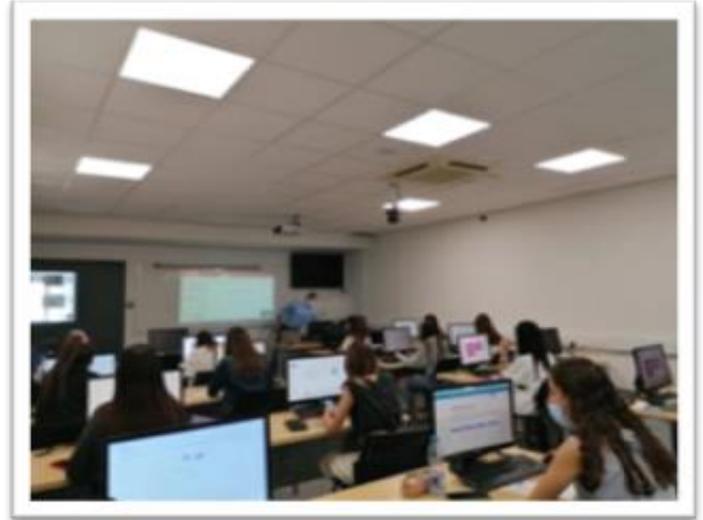
8. How do you plan to share the knowledge and insights gained from the DigitALAD training programme beyond your Organisation?

- To improve practices, personal development.
- I will share these tools with people who I know will benefit in their workplace from the information I have gained from the DigitALAD training workshop. I will also share them with individuals I know who are at the undergraduate and graduate level who could benefit from this information.
- With other colleagues.

- I have informed educator friends who are concerned about this topic, and I will also forward your company's email to various interested parties
- Informally with friends through the D-MS
- I will use them when organising training activities for personal use
- as I am a creative person who takes part in many voluntary activities I believe I will make rich digital and non-digital materials in each of them.
- My participation in an erasmus+ project and organizing virtual mobilities in place of face-to-face ones is an opportunity to introduce these tools to participating teachers from other schools/countries and also to integrate them into online workshops involving students.
- Perhaps with my students. especially some that were more interactive like quizziz.
- Back in the middle of discussions when i get the right opportunity.
- I'll use them on a personal level.
- Application in teaching
- I will use the tools in my teaching
- I will also share it with colleagues from other countries , since I belong to gbbal teams of teachers
- I will inform some colleagues I know who are interested in these applications.
- I will share the actions that I will develop with these tools in the social networks that I use.

Impact on Adult Learners

Adult learners after the completion of the second workshop were asked to provide their feedback and comments regarding the DigitALAD activities, based on the IMPACT+ methodology. More specifically, they rated the quality, relevance, usefulness and sustainability of the workshop's content and material. The evaluation conducted through [this google form](#) (greek version). In total, 19 responds were collected, and the results are presented below:





5. Please provide at least one example of how the DigitALAD activities have been beneficial to you.

- It will bring positive results
- helped me a lot in recognizing what digital skills are
- everything is stored inside the platform, you can find them all, it is easily accessible
- I learned things I do not know
- They have helped me understand how they can help me in the field of primary education.

6. How did the DigitALAD activities impacted your professional development plan?

- Be more careful about my personal activities
- I learned a lot about the internet
- through the activities the children will be able to be evaluated in a more playful way.
- In a good way
- They have helped me a lot in thinking about the lesson

7. How do you plan to share the knowledge and insights gained from the DigitALAD activities with your peers?

- By continuing learning
- to feed them and exchange views
- I will explain and suggest this program to them.
- With what I have noted
- By social media

8. How do you plan to share the knowledge and insights gained from the DigitALAD activities beyond your training organisation?

- through various presentations
- I do not know
- In my daily life
- understanding and improve.

Conclusions and Practice Recommendations

To begin with, because digital skills is a trendy yet new topic, comprehensive programs are difficult to find and detect. In other words, because digital skills encompass such a vast range of abilities, they frequently take on different meanings depending on the context and perspective. As a result, adult educators seek for training programs that are structured within a well-explained framework and are also accepted to the general public. DigitALAD is guided by the European Digital Competence Framework for Educators, which aims to increase transparency and mobility of outputs both inside Cyprus and across the EU. This framework identifies 22 digital competencies, indicating that digital skills are not a one-size-fits-all solution. This was demonstrated particularly useful for them as not many learning opportunities for digital skills exist in the training market.

Also, the high interest and attainment in the workshops showed that educators

were despairing to learn digital methods and tools and integrate them in their practice, as most of their lessons shifted online. It was also evidenced from their comments that they appreciated they the practical approach of the content. They expressed feelings of urgency in utilizing tools for various activities of their profession such as assessment, engagement, organizing students and more.



Finally, because there is no compulsory introduction training, professional development, or official evaluation of skills and competences for experienced teachers, they are urged to take charge of their own professional development. Continuous professional development necessitates individuals who are self-motivated and accountable for their own advancement. Meanwhile, they must ensure that any acquired qualifications are reviewed and, if possible, validated in order to assure recognition, visibility, and employability.

Adult educators should receive induction and professional development training in digital literacy. Although basic education teachers have received the majority of the attention, adult educators must also

be provided with learning advancement opportunities. Because digital skills are an essential part of the teaching career, it is proposed that this training be made mandatory.

All educators and trainers should have their digital abilities assessed using an approved and widely accepted methodology. Education personnel must be digitally savvy since they serve as advocates for society's transformations. In order to increase mobility, and integrity in this review, EU countries could employ a standard framework that is appropriately suited to the context.

The Hellenic National Report by the University of the Aegean

Methodology

The design of the “Impact Assessment Study and Practice Recommendations” was based on a blended learning approach that combined face to face workshops and online engagement of the adult educators at the e-learning platform.

Due to the unforeseen circumstances of pandemic COVID-19, UAegean—following a risk assessment concerning the implementation of the blended training—decided to offer the training fully online.

Pilot Implementations and Impact Assessment

Phase A: The first online four hour workshop has been held on May 17, 2021 at the zoom platform, with the participation of 26 adult educators. The workshop facilitators presented the project, the training programme, the available OER, and the e-learning platform. Collaborative activities followed. Having completed the first workshop the adult educators requested to allow more study time at the e-learning platform, specifically they suggested to allow around 50 hours, as they realised that the content of the

training sections was completely new to them. Over the next two weeks, the facilitators supported the adult educators' learning process and the development of their lesson plans that they presented at the second online seminar along with examples of good practice and group work.

The second online four hour workshop has been held on June 7, 2021 at the zoom platform, with the participation of 26 adult educators. The Adult Educators presented the Lesson Plans they developed following the methodological approach of the DigitALAD training programme and using OERs available at the e-learning platform.

Phase B: The two workshops and the self-directed learning at the online platform have been implemented immediately after the lockdown, when both adult educators and adult learners had to complete many pending tasks, including exams, so the timing was not ideal. Nevertheless, six adult educators were able to pilot the lesson plans they developed with their student groups.

Phase C: The research group of the UAegean collected data from the following sources:

- Evaluation Survey of the DigitALAD Online Course
- Impact Assessment Survey for Adult Educators
- Impact Assessment Survey for Adult Learners.

In addition, a focus group was created with representatives of the main institutions of adult education—technical and vocational education, higher education, lifelong learning, education of disadvantaged groups, and others—as well as important politicians and decision makers who have sealed with their action adult education and lifelong learning in Greece.

The participants in the focus group were:

- Konstantinos Chatzidakis, Director of the “Gennimatas” Vocational Training Center;
- Dr Panagiotis Kampylis¹, Italian National Research Council - Institute for Educational Technology;

¹ Dr Kampylis has led the design and management of large-scale research projects on innovation in education and training, entrepreneurship, digital skills and the pedagogical use of technology, working with ministries of education and other stakeholders from national and international organisations. He was the project lead for [SELFIE](#), a tool that helps schools collectively reflect on their digital capacity. Following the successful pilot in October 2017, SELFIE became a priority project for the Commission under the Digital Education Action Plan in early 2018 and the follow up plan of 2020. Through excellent collaboration with all

- Dr Thanasis Karalis, Professor of Lifelong Learning and Adult Education, University of Patras;
- Dr Konstantinos Karampelas, University of the Aegean and School of Pedagogical and Technological Education (ASPAITE²);
- Kyriakos Kyriakoulis, CEO Rodion Pedia (Private School primary and secondary level);
- Kalliroi Manousou, Deputy Manager, “Anko” Institute of Vocational Training;
- Manolis Markopoulos, Research and Technological Applications Manager, Rodos Hoteliers Association;
- George Papandreou³, Member of the Hellenic Parliament, Former Prime

teams involved in, SELFIE was released in 24 languages, on time and within budget, in October 2018.

² ASPETE is a Greek University which specializes in training teachers.

³ An active supporter of the information society and e-democracy, in 2003 Papandreou was selected as one of the “25 People Who are Changing the World of Internet Politics”. As PM, he established opengov for the first time in Greece, implementing among others:

- compulsory web publication and public consultation of every proposed new law prior to legislation by Parliament
- compulsory web publication of all state decrees, as condition to implication
- compulsory web announcement of all higher government job openings, applications and hiring through a transparent process
- compulsory web publication of all election expenses by political parties.

Minister of Greece, Former Minister of Education, President of the Socialist International;

- Dr Kalliopi Stavroulia, Post-doc Researcher;
- Dr Anna Tsiboukli⁴, Hellenic Open University, KETHEA, Head of Education Department ;
- Dr Marcie Boucouvalas, Professor Emerita of Human Development and Adult Learning and Human Resource Development at Virginia Polytechnic Institute and State University and member of the International Adult and Continuing Education Hall of Fame (Class 2003).

Again, the research group of the UAegean decided not to conduct the focus group face to face but to organize either in-person interviews, with the participation of three researchers of the UAegean team and the interviewee or online interviews.

As an MP (1981-2015), he served in several government posts, as undersecretary of Culture and Minister of Education, before becoming Foreign Minister from 1999-2004. As Minister of Education, he founded the Greek Open University, which allowed for all to participate in distance studies for University degrees, he established multi-cultural schools, and instituted a minimum quota for students in Greek universities who were members of the Muslim community in Greece (Source: <https://papandreou.gr/en/biography/>).

⁴ KETHEA is the largest rehabilitation and social reintegration network in Greece.

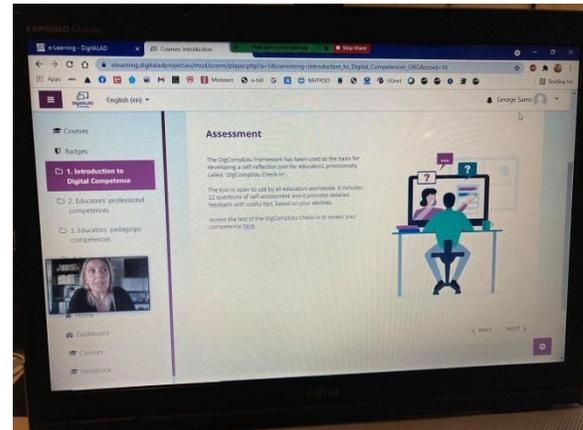


Figure 1. Screenshot from the 1st online Workshop (Phase A).

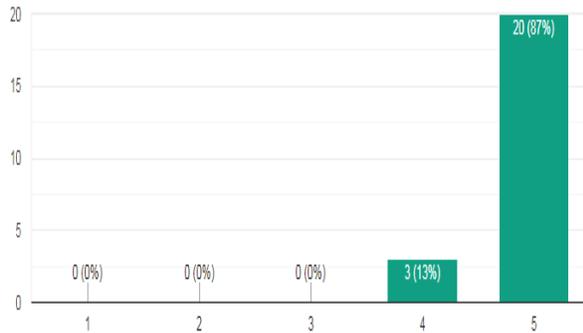


Figure 2. Screenshot from the 1st online Workshop (Phase A).

Course Evaluation Findings & Impact on Adult Educators

Overall the evaluation feedback from the adult educators about the online course and the e-learning platform was extremely positive as demonstrated in the following tables:

Table 1: Rating from 1 (Poor quality) to 5 (High quality) of the quality of the training materials of the DigitALAD training programme.



As regards the relevance of the training programme to their needs as adult educators, 78.3% rated the programme as extremely relevant (5) and 21.7% as very relevant (4).

The majority of the participants found the training programme useful in their daily practice (Table 2) and stated that they feel able to introduce digital learning activities into their practice (Table 3).

Table 2: Usefulness of the DigitALAD training programme in the Adult Educators' daily practice (1=Not at all useful – 5=Extremely useful).

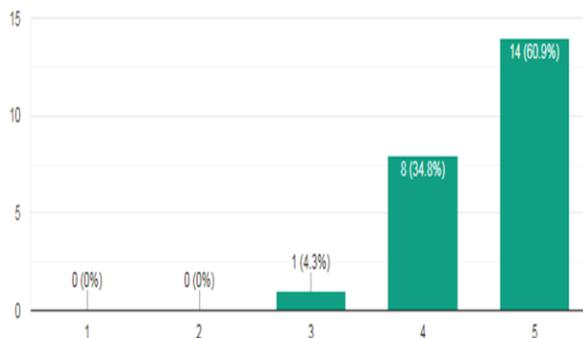
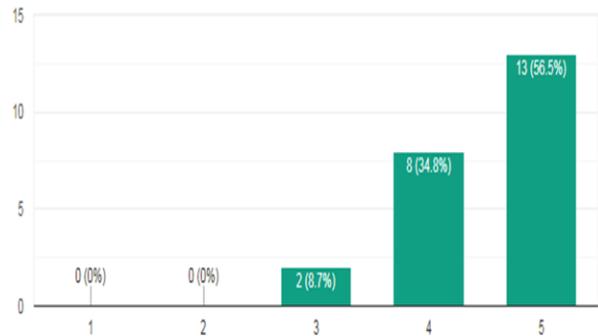


Table 3: Rating of the ability of Adult Educators to introduce digital learning activities into their practice, upon completion of the training programme (1=Very low ability – 5=Very high ability).



As regards the successes of the DigitALAD training programme selected quotes are listed below:

"The continuous and effective cooperation with the facilitators enhanced my learning."

Chrysanthi Danelatou, Hairdressing Instructor

"Development an understanding of the theoretical framework for cultivating my students' digital competencies."

Theodosia Papadopoulou, Fine Arts Educator

"It helped me to distinguish the role of adult educator from that of secondary school teacher."

Anastasia Detsika, STEAM Teacher

"It provided me with real and useful learning examples and guidelines on how to organize my courses."

Irene Bonj, Mathematician

"It helped me to transform the traditional way of my teaching into digital through Open Educational Resources."

Eugenia Routj, Infant Care Educator

The challenges that have been recorded concern:

- **Time constrains:** The two phases of the training have been implemented immediately after the lockdown, when both adult educators and adult learners had to complete many pending tasks, including exams, so the timing was not ideal. More time for the piloting of the Lesson Plans that the Adult Educators developed would have been useful. Response: the Adult Educators will revisit, pilot, assess and improve their Lesson Plans during the academic year 2021-2021 hoping that the evolvement of the pandemic in Greece will allow face to face teaching.
- **Missing elements at the platform:** at the time of the implementation of Phase A and Phase B in Greece some OER in greek were not available. The facilitators made sure to provide to adult educators/trainees the missing educational materials in greek and provided the developers team with feedback on the issues arised during the pilots.

Other than that the pilots with the adult educators run smoothly and effectively.

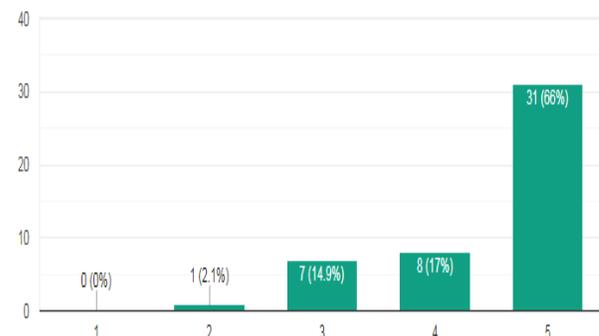
Course Evaluation Findings & Impact on Adult Learners

Overall the evaluation feedback from the adult learners about the their courses on digital competencies was extremely positive as demonstrated in the following tables:

Table 4: Rating from 1 (Poor quality) to 5 (High quality) the quality of the training materials of the DigitALAD training programme.



Table 5: Rating of the relevance of the training programme to their needs as adult learners (1:Not at all relevant to 5 Extremely relevant).



The majority of the participants found the training programme useful in their daily practice (Table 4) and stated that they feel able to introduce digital learning activities into their work practice (Table 4).

Table 5: Usefulness of the DigitALAD training programme in the adult learners' daily practice (1=Not at all useful – 5=Extremely useful).

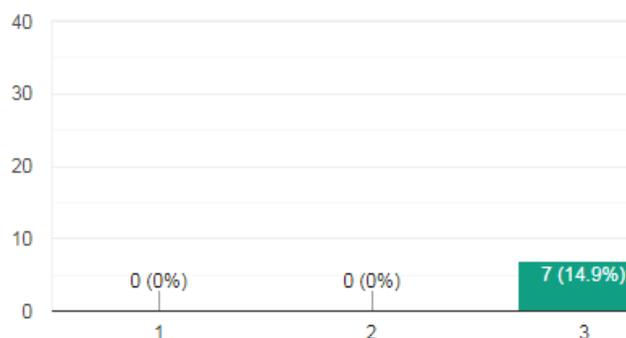
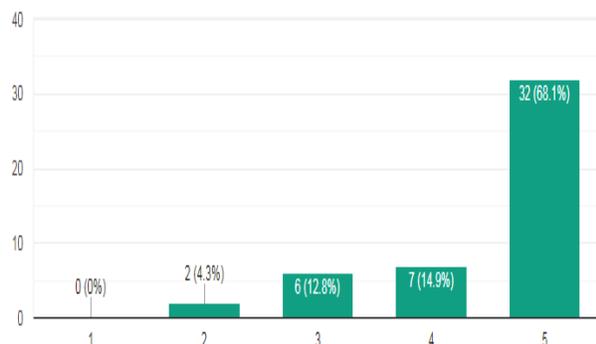


Table 6: Upon completion of the DigitALAD training programme Adult Learners' rating of their ability to introduce digital learning activities into their work practice (1=Very low ability – 5=Very high ability).



According to the responses of the Adult Learners the successes of the DigitALAD

training programme can be summarised as follows:

- The course empowered with the DigitALAD activities and educational materials became more interesting.
- Improvement of the concentration during the course and the understanding of the course content.
- The learners stated that they developed new competencies that will be useful for their professional work.
- New knowledge gained and transferable skills to many sectors.
- Improvement of the competence to use digital tools.
- Innovative training approach that directly affected the learners academic performance.
- Access to high quality Open Educational Resources.
- The use of multimedia facilitated the learning process.

There were also educators among the Adult Learners and commented that:

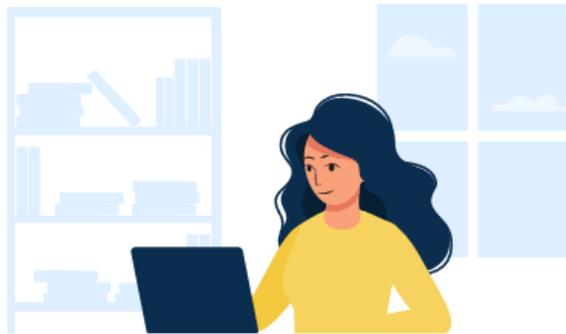
"I learned things I had no idea I could apply to the classroom."

Group GM

"The activities were beneficial for me because I developed an understanding on how I can support the students."

Group VTSchR

The challenges that have been recorded concern some difficulties in accessing certain online resources but have been resolved with the support of the Adult Educator of the group (Group THEP).



Conclusions and Practice Recommendations

According to Professor Boucouvalas,

"Adult education in Greece has a very long history and trajectory in both governmental and non- governmental venues. Governmentally, in addition to the Ministry of Education and Religious Affairs, most Ministries have programs that address adult learners often for employee training purposes, but also for education of the public. In addition, a plethora of non-profits proliferate in Greece, many of which engage in community education endeavors and may not be aware that they are part of a larger community of adult educators.

Many such educators, for example those in technical education, are part time and may not have opportunities for continuous education in ICT matters other than what they might embrace in a self-directed manner. Moreover, several universities in Greece offer degree program with specialization in the preparation of professional adult educators. Consequently, there is a sizeable population of adult educators from an array of venues who could benefit from attention to digital competencies.

Given the advent of COVID worldwide educators have been thrust into a learning environment for which some were not fully equipped. Having survived through this period has increased awareness for many as to the benefits of and need for one being digitally competent."

Professor Boucouvalas summarises as follows the insights of the focus group as regards the barriers that might be keeping adult educators from taking up more opportunities for professional development, especially in the field of digital competences:

"As in all countries, and substantiated by the literature in adult education as well, adult educators sustain both personal as well as contextual situational barriers to embracing opportunities for professional development. Contextual barriers: Greece is a country with many islands, consequently sustaining a populace



dispersed over a wide area and sometimes in remote regions. Consequently, barriers of access might differ in the larger cities from the remote islands in securing stable access. The variable of the quality of one's internet service provider as well as equipment might also be implicated. The degree to which professional development can be pursued on work time rather than impinging on family time is also a barrier."

Professor Karalis and Dr Kampylis agreed that *"there is lack of adequate offers for professional development that have been properly designed for adult learners"* and Dr Kampylis also emphasised the *"lack of time for in-service training as another inhibiting factor"*.

Dr Tsiboukli stressed the *"financial barriers which are also relevant to the nature of the profession (mainly part-time) and the lack of resources such as internet access and adequate equipment."*

The recommendations that emerged from the collaborative work with the members of the focus group are as follows:

Recommendations for practitioners

R1: The areas of the framework that deal with Educators' Pedagogic Competencies and within that area the focus on "Empowering Learners" would be a particularly good focus for improvement. Working with adult learners as a professional adult educator requires more than techniques. Understanding the unique needs of adult learners is essential. Respect for the life experiences they bring to a learning endeavor is an integral part of adult learning theory. Professional development in learning how to create adult-adult relationship with learners is fundamental. Discussion regarding what this competency means in a digital environment is vital. In addition, recognition of some physical challenges that might be involved in working with adults (especially older adults) in a digital world is important. For example, eye strain, the mesmerizing effect of the screen, etc.

R2: Offer on line forums where adult educators (from many venues) could share experiences and learn from each other as well. Adult educators making a commitment both to oneself, but equally to other co-learners could be mutually beneficial to all in terms of improving digital competencies.

R3: Keep updated with latest developments in the field and plan their professional development mainly through MOOCs offered by certified international organizations.

The Irish National Report by the Rural Hub

Methodology

The implementation of the DigitALAD blended training was delivered in Ireland online, over 2 x 4-hour sessions delivered directly to local adult and community educators in our networks. Due to the COVID-19 pandemic, and the wide-ranging restrictions that have been in place in Ireland since September 2020, it was not possible to host this training in person. The training had initially been scheduled for June 2021, to be delivered in face-to-face format. However, in the border region of Ireland, where The Rural Hub CLG (TRH) is based, due to our proximity to Northern Ireland and due to the sharp rise in cases in Northern Ireland in September 2020; our region was placed into strict lockdown. The lockdown restrictions, prohibiting hosting people from different households indoors, have not yet been lifted since this time. TRH intended to deliver this training in person and expected that restrictions would be lifted in early summer 2021; however, with the delay in the vaccine roll-out in Ireland, in the end, TRH had no other option than to deliver this training online. Therefore, the two 4-hour workshops that were intended to be completed in person, had to instead take place through the Teams platform.

This presented us with a challenge, as our original plan was to engage teams of community and adult educators in group-work activities so that they could apply and test DigitALAD training package through simulated training activities, as part of the skills demonstration for this training; however, this proved difficult to simulate in online environments.

Reaching and engaging the target group of community and adult educators was also an issue that we faced. While many of the educators in our network have become accustomed to attending online training in the last 18-months; we also suspect that they too are suffering from 'Zoom fatigue'. We initially had a lot of interest in this training from participants in our networks, but when we planned and implemented the training online, we struggled to fill the course with adult and community educators. Instead, we targeted this training at a closed network of community, adult and youth educators who are engaged in a programme of study and collaboration through a university in our region. These participants have experience over the last 18-months of being both digital learners and digital educators, so we felt that they would provide us with a unique perspective on the DigitALAD resources. By engaging this group, as they are already committed to a

programme of study and collaboration, it was possible for us to introduce DigitALAD into their agenda, meaning that we could guarantee their sustained involvement in the project and with the project materials, until the piloting phase was completed, and the impact assessment undertaken.

The blended learning for adult educators was arranged and completed in August 2021. The first piloting activity was delivered with the group of adult educators on 10th August 2021. The second, follow-up session was planned and hosted on 25th August. Participants were invited to register on the platform in the two weeks between the two sessions, to try out the materials and to complete the testing of the materials with groups of adult learners. Through the feedback we have received, we know that this testing was completed with 3 adult educators from the 11 who attended the two workshop sessions. They contacted us directly to receive additional support with accessing offline versions of the training materials. While this was not in the ethos of this project, it was discussed with these educators and they stated that they needed additional support first to build their own digital competence before they would be able to register on the platform and access the materials. They had agreed to sharing these materials and practices with adult learners in their groups.

The remaining educators agreed that they will complete the testing when they have time over the coming months. While this information and feedback cannot be included in the Impact Assessment, it is a positive aspect for the sustainability of the DigitALAD resources.

Both sessions had a duration of 3.5 hours, including a tea/coffee break. It was decided to keep the sessions with educators short, as they were all engaged in full-time employment, and they had limited availability to attend lengthy online training sessions. However, to ensure that participants could reap the maximum benefit from the content and from the online training session, The Rural Hub decided to deliver this training as a flipped classroom approach; meaning that all participants were emailed with all course content in advance of the online training session and were invited to review the content in their own time. This freed up the online session for discussion, engagement and for participants to unpack the learning content of the DigitALAD training package. This is a technique that The Rural Hub has deployed many times in the past 18-months when educating trainers, and we find that it works very well as it allows time for professionals to network, to share ideas and experiences; and this is something which, we found, they have lacked due to the restrictions on meeting others that are in place in Ireland still.



Pilot Implementations and Impact Assessment

Overall, this training was very well received. Participants praised the content as it is very easily understandable and provides easy-to-follow steps to introduce more digital activities and training techniques into their teaching practice. Educators also noted that they enjoyed the virtual flipped classroom approach, and that this is something that they would look to pilot in their own training of adult learners, as it used the time for the sessions much more effectively than “just sharing screens and people turning their cameras off” (quote from one participant). Participants praised the facilitation of the live sessions and reported that they felt the experience to be “useful” and “thought-provoking”. Many participants noted that they have struggled to get the most out of digital teaching platforms and techniques over the past 18-months, and so they shared that the training was very useful and impactful for them as educators and gave them some ideas for new approaches they could take as learners as well.

Participants noted that they had attended many online sessions, but with the facilitation style and the opportunity to unpack the learning content, they found this training in particular to be very worthwhile and impactful for their practice. Staff from the Rural Hub were very happy with this assessment of the

training and has agreed to host follow-up sessions with this group in Spring 2022, when restrictions should have lifted, to keep all participants engaged in the network established.

Course Evaluation Findings

The following section provides an overview of the evaluation of the course by the 11 educators who were engaged in our piloting in Ireland.

Demographic Profile

Of the 11 educators who participated in our impact assessment and piloting activities, 8 were female and 3 were male. They ranged in age from between under 25 to 50-59 years; with two participants choosing ‘not to say’. The respondents had been teaching for between 1-3 years, and 20 or more years. All respondents are currently teaching in Ireland.

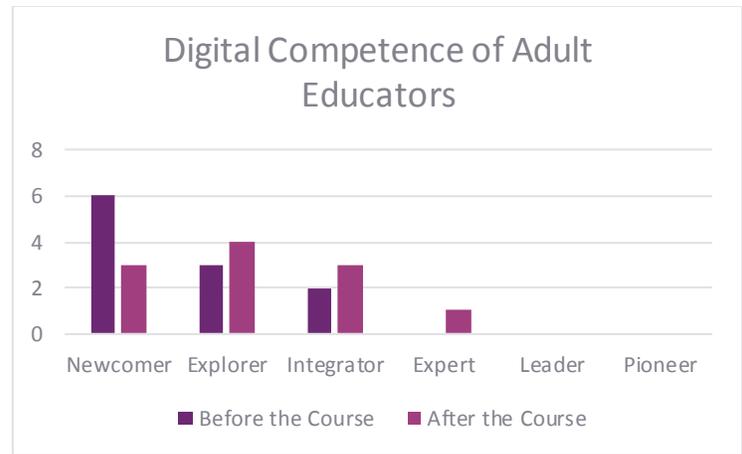
Three had had previous teaching experience in biology and environmental sciences, humanities, and economics, but were not currently engaged in teaching. Five other partners noted that they do not teach any of the current list of topics provided in the survey. The reason for this is that 8 of our participants were actively teaching adult literacy to marginalized adult learners through paid and voluntary positions in the National Learning Network. Therefore, while they have a role in supporting marginalized adult learners back into education, they do not have a role in classroom-based adult education. The remaining three participants worked

with young adults who are classed as NEETs. They teach subjects related to health and well-being and return to employment initiatives. For 3 participants, they each work with young people under 25 (NEETs); the other 8 respondents chose years from under 25 to 60 or more for the age profile of their learners, showing the vastness of the age profiles in Ireland who access literacy support services offered by the National Learning Network.

Of the 11 respondents, 9 had been using digital technologies for between 1 and 5 years (5 between 4-5 years, and 4 for between 1-3 years) and 2 had only been using digital technologies within the last year. Almost all respondents noted that the percentage of the courses they have taught were 0-25% through online and distance learning, with the majority (73%), 0-10%. The most common digital technologies picked by respondents included presentations, watching videos or using podcasts, quizzes and polls and blogs or wikis.

When asked to assess their digital competences before and after the :

piloting activities, the results were as follows:



As we can see from this course, most learners expressed some progression in their digital competence because of the DigitALAD course. There are just 3 adult educators who have stayed as 'newcomers'; however, this was apparent through their low level of digital competence at the beginning of the course.

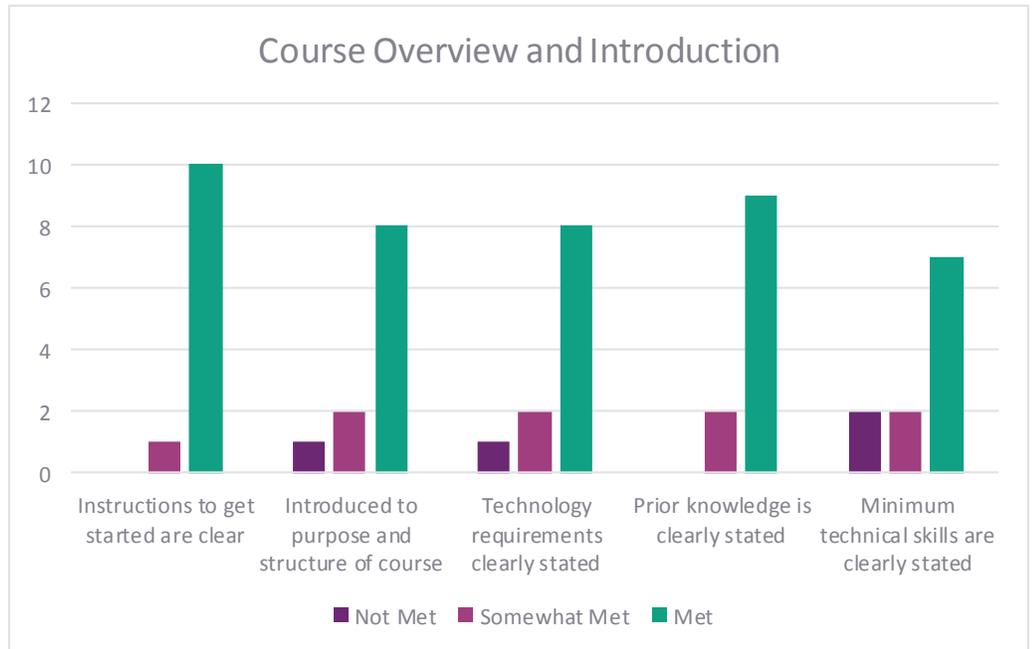
Course Overview and Introduction

The following graph presents the collated findings to the questions related to the overview and introduction to the course

Course Overview and Introduction

The following graph presents the collated findings to the questions related to the overview and introduction to the course:

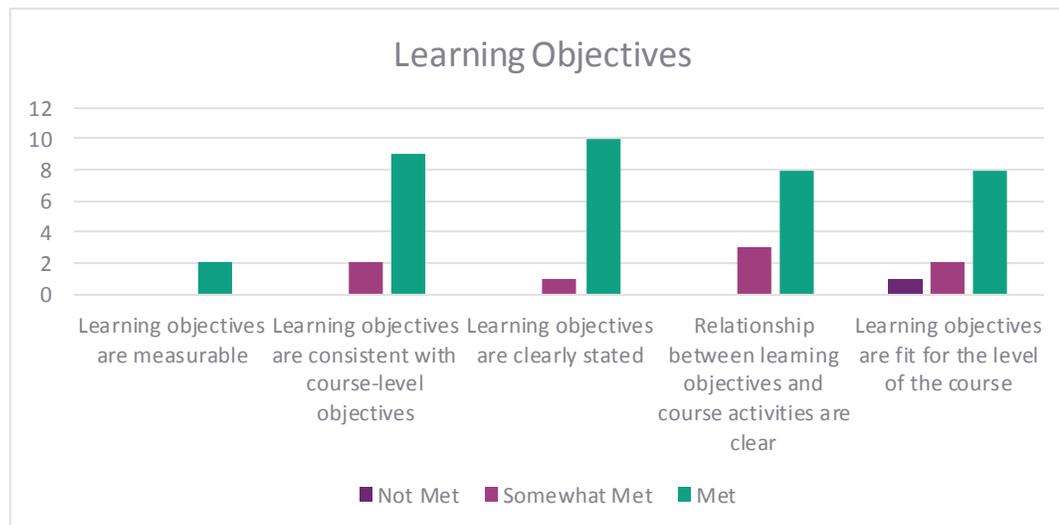
As we can see from this graph, in most cases all expectations were fully met by our course respondents. For the few who mentioned that their needs were not met with the information provided, this can be explained by their low level of digital competence at the outset of this training.



Learning Objectives

The following graph presents the collated findings to the questions related to the learning objectives of the course:

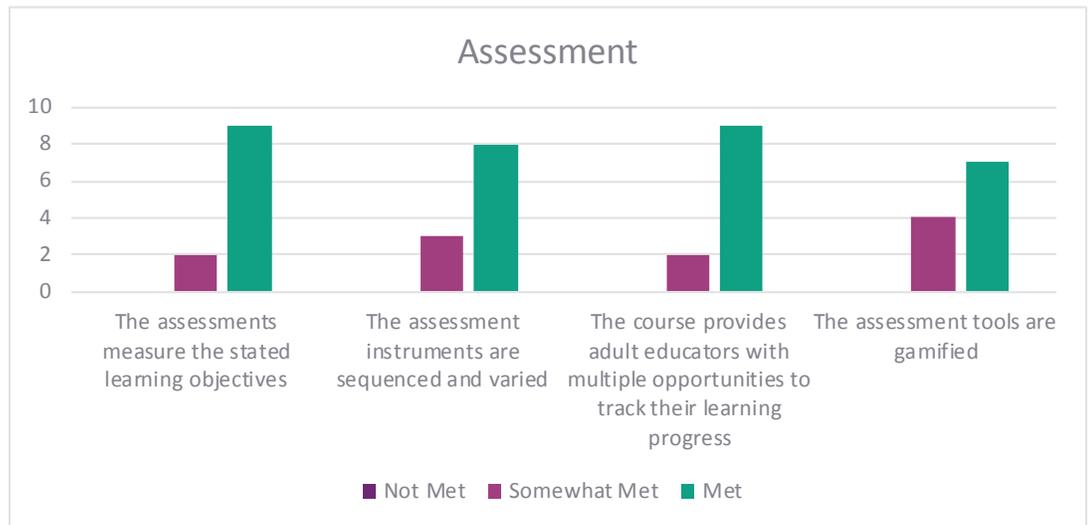
As we can see from this graph, all respondents positively evaluated the quality and relevance of the learning objectives.



Assessment

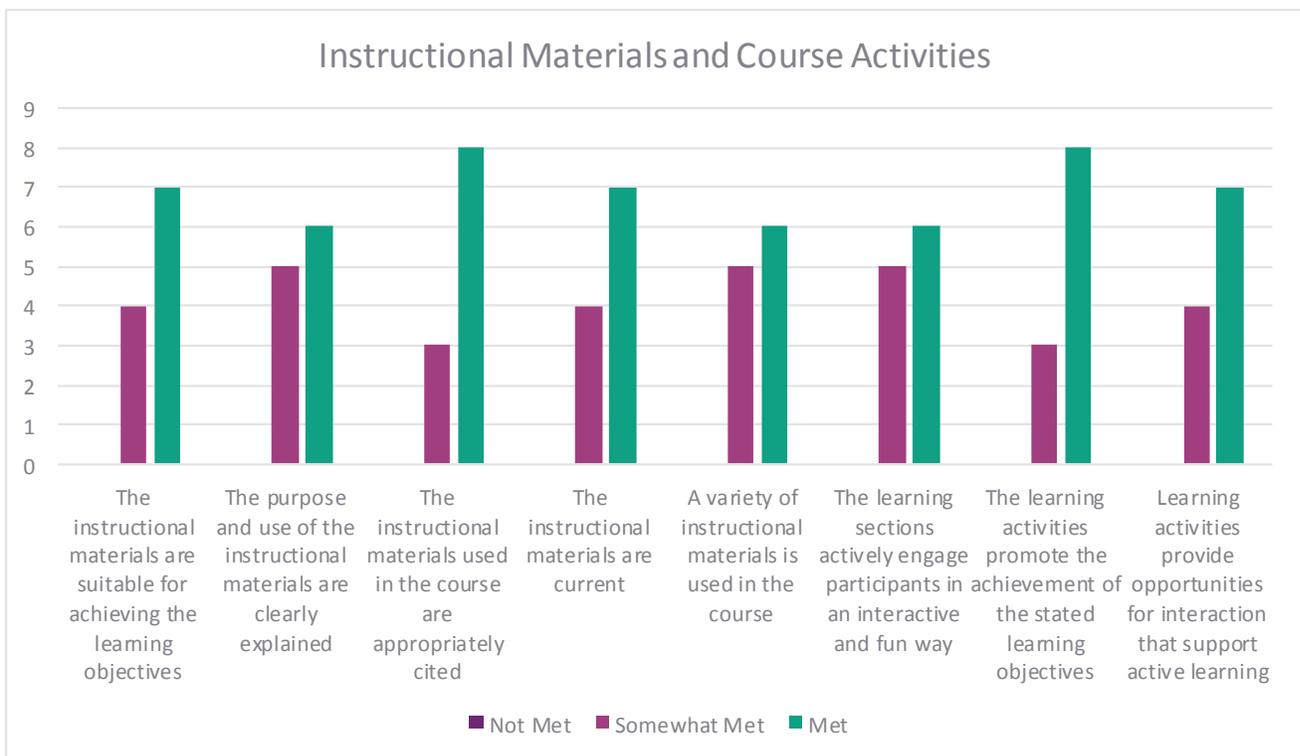
The following graph presents the collated findings to the questions related to the assessment of the course:

As we can see from this graph, all respondents positively evaluated the assessment framework that is integrated into the course.



Instructional Materials

The following graph presents the collated findings to the questions related to the instructional materials of the course:

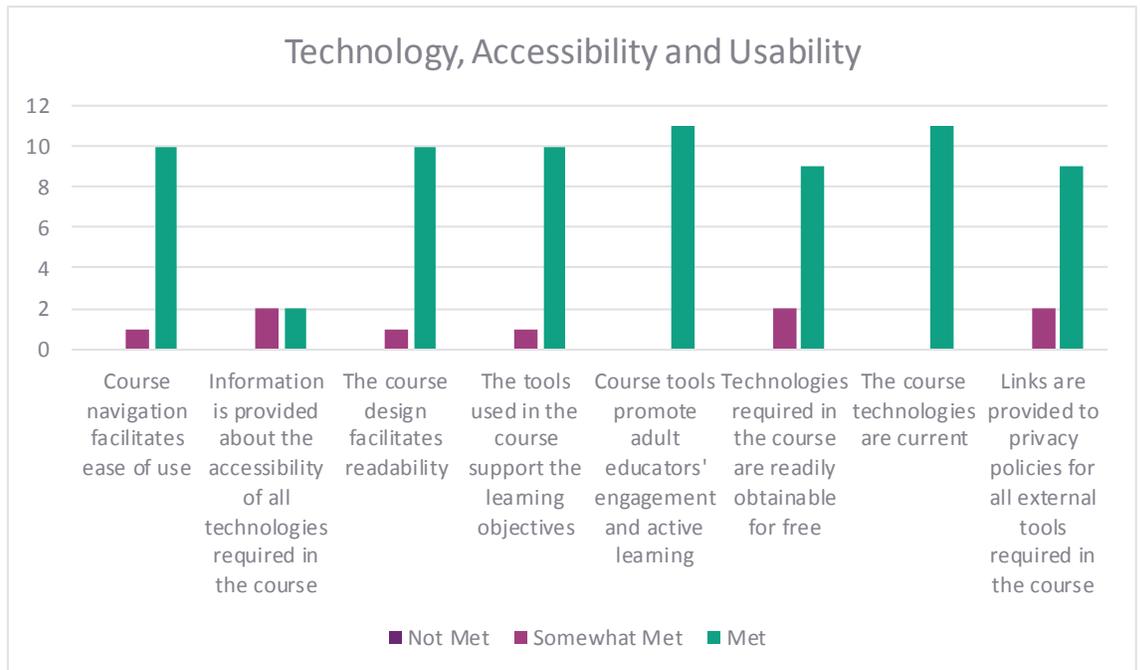


As we can see from this graph, all respondents positively evaluated the instructional materials and the course activities that are presented in the DigitALAD course.

Course Technology, Accessibility and Usability

The following graph presents the collated findings to the questions related to the course technology that is used to present the DigitALAD learning content, and the accessibility and usability of the platform:

As we can see from this graph, all respondents positively evaluated the DigitALAD platform, its usability, accessibility, and the technology platform itself.



Driving Forces and Challenges

Related to the questions regarding the driving forces and challenges which participants faced, participants noted the following.

For the driving forces for achieving their learning goals, respondents mentioned:

- Changing tides in education, especially since COVID
- Need to switch to remote learning and to be more tech-savvy for younger learners
- I want to be able to engage younger learners online
- I would like to have better technical skills, not just for teaching but in everyday life

- Management is asking us to do more online more often, so we must develop our skills

Related to the challenges and problems faced, most of the issues mentioned here were that we could not deliver the piloting in person, and so we had to facilitate all workshops online. This was not popular among participants who would have preferred to attend in-person training to be supported through the materials, and to complete the online registration on the platform with support from experts. They lack a lot of confidence in their digital skills to use these new platforms, and so the DigitALAD platform has been a

challenge for many piloting participants, despite their positive evaluation of how the platform looks and functions, they are not confident in using this platform.

Related to how they hope their practice will change, the most common answers related to have a new sense of self-confidence in using these platforms, being able to reach more young people by sharing digital resources and being able to Google and find new resources that will enhance the learning experience for adult learners.

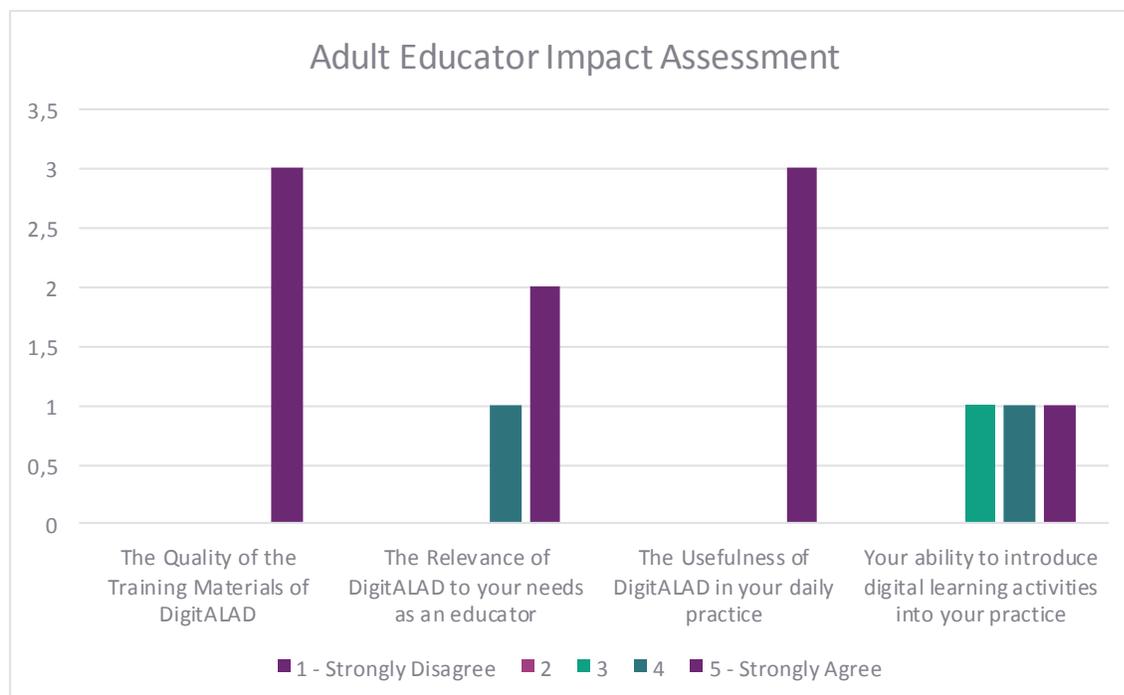
Impact on Adult Educators

The following graphs presents the findings from the impact assessment surveys that were completed by the 3 adult educators who took part in the full impact assessment exercise in Ireland, and who also piloted the DigitALAD materials and activities with adult learners in their groups and institutions.

Close-ended Questions

The graph presents the findings from the close-ended questions that were included in the impact assessment survey for educators.

As we can see from this graph, participants either strongly agreed or agreed with the quality assessment of each quality statement. The only statement which has a mixed response related to the educator's ability to 'introduce digital learning activities' into their practice as a result of them completing the DigitALAD training. Here we see a mixed response, which could perhaps be explained through the low levels of confidence among educators who participated in the piloting in Ireland.



Open-ended Questions

Related to the open-ended questions that were included at the end of the survey, the three respondents from Ireland, gave the following answers:

Please provide at least one example of how the DigitALAD training programme has been beneficial to you.

- I learned a lot about how digital platforms can be used to empower learners, and myself as a literacy support officer. I think this is very powerful and could be used to give adults in my support group a bit more control over their own learning, which could be very empowering for them.
- I had never heard of some of the tools before, they seem interesting.
- I got a lot of great examples of how digital tools can help me to plan and prepare my lessons.

How did the DigitALAD training programme impacted your professional development plan?

- I would like to complete some additional training to get to know more about the different platforms and apps I can use.
- I have learned a good bit of new information through this course, I would like to mull it over and then pinpoint where I need more training and support.

- I expect that I can use some of these tools in my teaching practice now.

How do you plan to share the knowledge and insights gained from the DigitALAD training programme in your Organisation?

- I could share the link to the website with my colleagues, it would be of great benefit to them.
- Through the team meetings we have each month. I will bring it up there.
- Via email

How do you plan to share the knowledge and insights gained from the DigitALAD training programme beyond your Organisation?

- Among my learners – I will bring what I have learned into my teaching practice.
- There are sectoral newsletters it could be promoted in.

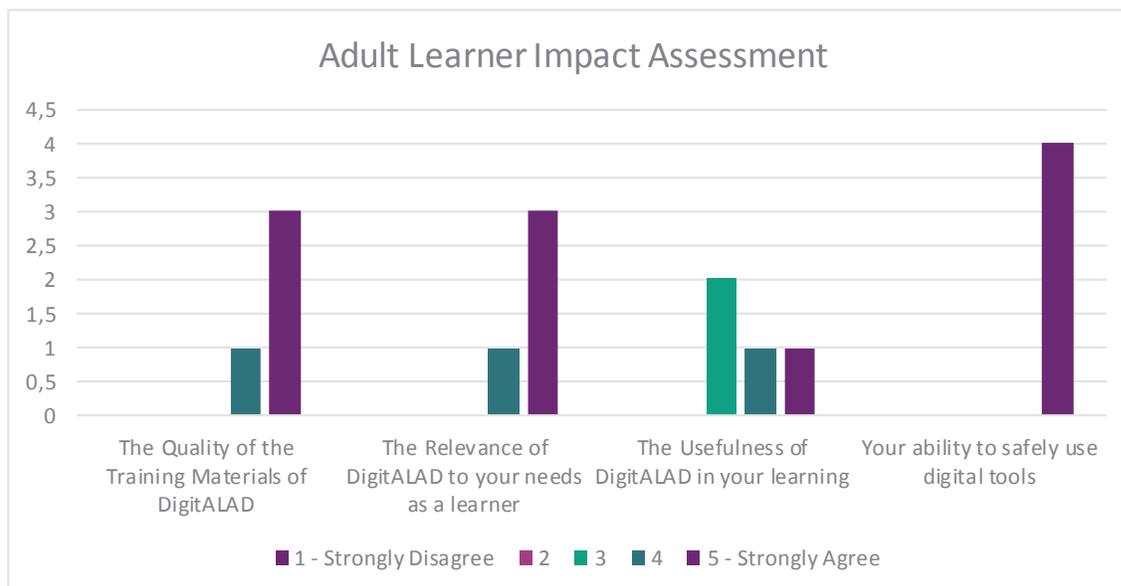
Impact on Adult Learners

While the testing of the DigitALAD materials was conducted with 3 adult educators in their groups of adult learners, as this was all completed remotely, we were only able to engage 4 adult learners in completing the survey. From our work in supporting adult educators to test these materials, they have guaranteed us that they have each engaged 8-9 learners in their groups in testing the DigitALAD materials; meaning that at least 24 adult learners have completed the testing of the DigitALAD activities; however, unfortunately, we have only been able to secure the evaluations from 4 adult learners. As these adult learners were not from our organisation, we do not have direct contact with them; therefore, we could not send them reminders to complete the survey, as this was managed indirectly, through the adult educators who participated in the impact assessment study.

Close-Ended Questions

The following graphs presents the findings from the impact assessment surveys that were completed by 4 of the adult educators who participated in the piloting and impact assessment study in Ireland.

As we can see from this graph, participants either strongly agreed or agreed with their assessment of each quality statement. The only statement which has a mixed response related to the usefulness of the DigitALAD training to adult's learning, and this is understandable as many of the adult learners who participated in the survey were on return to employment programmes, and so this training is not directly linked to what they are engaged in learning, so that they can find employments.



Open-ended Questions

Related to the open-ended questions that were included at the end of the survey, the four adult learners who responded to the survey in Ireland, gave the following answers:

Please provide at least one example of how the DigitALAD training programme has been beneficial to you.

- It was nice to learn in a new way.
- The platform looks great and has nice design.
- Good to try something new.
- Could help to bring more remote learning courses our way which is a bonus.

How did the DigitALAD training programme impacted your professional development plan?

- Jobs these days are all technical so I will need more digital skills.
- It hasn't really.
- N/A

How do you plan to share the knowledge and insights gained from the DigitALAD activities with your peers?

- I would tell my friends about it if there was more about how to get a job and to develop digital skills for employment.
- It could be shared on social media.
- Share it on Facebook.
- Put up a notice on the noticeboard.

How do you plan to share the knowledge and insights gained from the DigitALAD training programme beyond your training organisation?

- That's more something for the teachers to look after.
- Facebook.

Conclusions and Practice Recommendations

The piloting and impact assessment in Ireland has successfully been completed. While The Rural Hub has not been able to reach all the numbers to respond to the surveys, as stated in the application, it is worth noting that we have endeavoured to reach as many people as possible, but that we have been severely impacted by COVID-19 and the limitations this has placed on our implementation activities. With this taken into consideration, we are quite pleased with the impact assessment study findings and the feedback we have received from adult educators and adult learners. From our impact assessment study, the DigitALAD materials have been duly tested and validated. We received positive feedback from adult educators about the impact that the DigitALAD training resources could have on their teaching practice, but we also learned from adult educators that they lack confidence in using digital learning tools and platforms in their work, so while DigitALAD provides all of the technical training they

need, it works better in a supported, face-to-face learning environment, where adult educators can attend classroom-based sessions to be able to build their skills, and have their questions answered in a supported environment. Our key recommendation for implementing the DigitALAD training materials, based on our experience of piloting this project over the summer months in Ireland is that face-to-face delivery is more effective when engaging adult educators in building their digital pedagogic skills. As well as providing the opportunities for them to learn from the teacher in this instance, this type of face-to-face delivery is also effective in supporting adult educators to network with one another, to share their own practices and experiences and to support one another to update their digital skills, so that they can provide more digitally-enhanced and inclusive training and education offers to adult learners in their institutions.



The Latvian National Report by the University of Latvia

Methodology

This report summarizes and discusses the evaluations, implementation, and pilot training developed for the Intellectual Output 3: Impact assessment study and practice recommendations of the DigitALAD project in Latvia.

The training for adult educators took place in two parts, online. The first part was implemented on June 29, and the second part on September 17.

The first part of the DigitALAD training program involved 20 participants from different educational institutions in Latvia. Activities were delivered virtually via the Zoom platform. One specific part of the program was not used in adult learning. Still, teachers were told about the program, its possibilities, and what resources teachers can use to improve their digital competence. Adult educators were told about the importance of digital competence in Latvia and why enhancing digital competence can positively improve their skills in the professional field.

Adult educators were introduced to the DigitALAD project following the seminar, its aim, tasks, and results. Adult educators were encouraged to use the handbook developed by the DigitALAD

project, use the tools in it autonomously and check the usefulness of this DigitALAD learning platform and the quality of its materials by completing a survey to help get feedback.

In the second part of the training program, ten adult educators provided their feedback by completing the survey and those who needed additional instructions on how to use the platform to develop digital competencies. The other participants promised to fill in the questionnaire later. The small number of respondents is due to the high workload of teachers in September.

In the following, the national report will look at adult educators' evaluation of learning materials and feedback on the quality of DigitALAD teaching materials.

Assessment and Evaluation

The survey included six questions that respondents, or adult educators, had to answer. The first question invited respondents to evaluate the quality of DigitALAD teaching materials. The second question revealed the relevance of the materials to the needs of adult educators, and the third question demonstrated the usefulness of these materials in pedagogical practice. In the fourth question, adult educators answered how they would use the materials in practice. In the fifth and

sixth questions, adult educators were asked to discuss the further distribution of DigitALAD materials and write recommendations for improving the DigitALAD platform.

The first question results showed that 25% of adult educators consider the materials to be of medium quality, the other 25% consider the materials to be of good quality, and 50% consider the materials to be of very high quality. This shows that the majority, or 75% believe that the materials are of high quality.

The answers to the second question show that 50% of the respondents believe that the materials partially meet the needs of adult educators. Still, the remaining 50% believe that the materials are relevant to the needs of adult educators and valuable. Although a needs analysis was carried out in previous phases of the project, the Covid-19 pandemic has transformed the needs of adult educators due to institutional constraints, rapid transitions to distance learning, etc.

The answers to the third question revealed that 25% of adult educators believe that the materials are partly valuable for their pedagogical practice. Still, the remaining 75% are convinced that the materials will be beneficial for them and used in further pedagogical activities. In the first part of the training, several adult educators expressed a desire to use the materials and especially liked the 22 lesson plans,

which can be easily adapted to their lessons and other activities.

In the fourth question, adult educators gave examples of how the platform and materials developed by DigitALAD could be helpful to them. Respondents mentioned that these materials would be used to organize work in a distance learning process, used in their daily lessons, and in their blended learning and group lessons. In contrast, others mentioned that the materials would help adult educators generate innovative learning ideas and broaden their horizons and knowledge.

The fifth question showed who adult educators would like to tell about their DigitALAD materials from their colleagues or acquaintances.

Adult educators mentioned that they would like to share these materials with their colleagues and other educational institutions during methodological seminars and recommend that the materials can be used and distributed to various education authorities and non-governmental organizations.

The concluding question revealed that respondents generally consider the platform to be of adequate quality, incorporate the digital competencies needed by teachers and demonstrate their practical application, and be interactive and thus easy to remember, without significant improvements. However, some recommendations include making the platform's website accessible to people with disabilities,

and it could be a little easier to use (without the need for registration).

Conclusions and Practice Recommendations

DigitALAD training was successfully implemented. Although the ten adult educators who participated in the first part of the training did not provide feedback in a questionnaire, they made oral suggestions, which were included in the sections of the report mentioned above. Overall, it is a great pleasure for adult educators to show that they are full of initiative and eager to work to develop their digital competences.

Some of the lessons learned from such training are as follows: it is crucial to take into account the different levels of digital competence of adult educators and to adapt teaching materials, adult educators must understand the nature of digital competence and its sub-competences, which shows that digital competence is a multifaceted concept. Besides, it may be essential to develop short guidelines for the use of training modules and other materials, so that every adult educator can use them autonomously.



The Spanish National Report by Jaitek Technology & Training

Methodology

This report summarises and discusses the results of the evaluations, implementation and pilots developed for the Intellectual Output 3: Impact assessment study and practice recommendations of the DigitALAD project in Spain.

First, we review the results after the implementation of the DigitALAD Training Programme in Spain. Here we show the results of the evaluation surveys of the 12 people who received the training asynchronously. In general, the results are very positive and the feedback puts the project in a very good position, highlighting its usefulness and attractiveness for the target group.

Afterwards, an overview is given of the results obtained after the pilots with five adult educators and 38 learners. In this section we observe that the project can have a very positive impact on both target groups and that they see the usefulness of the activities, tools and resources offered.

Finally, some general conclusions on both sections are offered.

Implementation of the DigitALAD Training Programme

The implementation of the DigitALAD Training Programme in Spain was carried out asynchronously with 12 adult educators. They were provided with the link to the platform to access and complete the training. Afterwards, they were able to answer the platform's evaluation questionnaire.

The first point to note is that 75% of the participants are women, compared to 25% men. In addition, half of the participants (50%) are between 30 and 39 years old. The next most common age group (25%) is the 40-49 age group.

In general, participants have been involved in teaching for 6 to 14 years. 41.7% have been teaching for between 10 and 14 years, followed by 25% for 6 to 9 years.

Half of the participants teach in the area of natural sciences (50%), followed by 16.7% who teach in the area of mathematics and computer science.

More than half (58.3%) responded that the motivation for their students to participate in their courses is to receive a formal certification.

Regarding digital technologies in education, 33.3% of respondents have

been using them for 4-5 years. The rest are around 1-3 years or 6-9 years. What is most striking, however, is that almost 60% of the respondents say that only 0-10% of their courses are delivered by distance learning.

In terms of the digital tools they tend to use, the most frequent are presentations (91.7%), watching videos and/or listening to audios (83.3%) and online learning environments (83.3%). Digital questionnaires or surveys are also frequent (66.8%).

Less frequent are digital posters and video creation, and they do not use interactive applications or games, blogs or wikis.

Before completing the DigitALAD online course, participants rated their digital competence as explorer (25%) and integrator (33.3%). After the course, 33.3% considered themselves experts and 33.3% as integrators. Only 16.7% still felt they were explorers and 16.7% leaders.

Regarding the evaluation of the training and the platform, it is worth noting that in general the score was very high, between 2 and 3 for all questions. We highlight below the questions with the most positive scores:

"The instructions on how to start and where to find the different components of the course are clear. 75% of people gave it the highest score, only 25% gave it a 2 (the second best score).

Almost all people (91.7%) stated that the purpose and structure of the course

was presented correctly, only 8.3% rated it with the second best score. 91.7% of the participants gave the highest score to "the teaching material is up to date", and only 8.3% gave it the second highest score.

It is interesting to note the following question "learning activities provide opportunities for interaction that favour active learning", as 83.3% of the participants rated this question with the highest score.

75% of people gave the highest score to the question whether the technologies required in the course can be easily obtained free of charge, and only 25% gave it the second highest score.

Finally, 75% gave the highest score to the question whether the navigation of the course makes it easy to use, compared to 25% who gave it the second highest score.

Assessment and Evaluation

This IO3 activity aimed to evaluate the impact of the DigitALAD Training Programme.

In Spain, we carried it out with a pilot involving five adult educators and 38 learners.

In general, the responses are favourable to the project and offer a series of recommendations and comments that are very useful to measure the impact.

Phase A: Adult Educators

It is noteworthy that no question was scored below 3 points (out of a

maximum of 5), and only one question has 20% rated 3. In other words, virtually all questions were scored 4 or 5 by the participating educators.

60% of the participants rate the quality of the programme's training materials as a 4, and 40% rate it as a 5. This gives us a very positive view of how educators receive the materials.

Similarly, educators consider the relevance of the programme to their needs to be very high, with 60% rating it a 4 and 40% a 5.

As for the usefulness of the programme in daily practice, in general, they found it useful. However, in this question 20% of the participants, i.e. one person, gave the usefulness of the programme a score of 3. These are still very good results.

Finally, the educators who participated in the pilot rated with 4 (60%) and 5 (40%) their ability to introduce digital learning activities into their practice after completing the training programme.

Of the elements that they highlighted as most beneficial in the training programme were the materials and resources offered, and the knowledge about digital skills and how to apply them.

Phase B: Learners

A total of 38 students participated in this pilot phase. They had the opportunity to access the platform and complete some or all of the courses offered, acquiring

badges and evaluating the badge system.

None of the questions was evaluated with less than a 3 (out of a maximum of 5 points), so the results are very positive. The question that obtained the highest score was the one on the usefulness of the activities, with almost 50% of the scores at the maximum punctuation.

Firstly, the quality of the training materials was rated as good and very good by the learners participating in the pilot, 47.4% gave it 4 out of 5 points, and 42.1% gave it 5 out of 5. Only 10.5% gave the quality of the materials a score of 3 out of 4.

In terms of the relevance of the activities, 42.1% of the students scored 4, and another 42.1% scored 5. Only 15.8% scored the relevance of the platform's activities as 3.

The usefulness of the activities is the question that received the highest score. 44.7%, almost half of the participants, gave the usefulness of the activities a score of 5 out of 5, followed by 36.8% with a score of 4 out of 5, and only 18.4% with a score of 3 out of 5.

More than half of the participants (57.9%) rate their ability to use digital tools confidently after completing the learning activities as 4 out of 5, followed by 28.9% who rate it as 4 out of 5. Only 13.2% rated this last question as 3 out of 5.

One of the most repeated beneficial elements of the activities has been the

knowledge acquired of digital skills, especially those related to the topic of security.

Also, the discovery of resources and tools they did not know about.

They highlight that the activities have had a very positive influence, providing them with attractive dynamics, collaborative approaches and different pedagogical skills.

They also highlight that it will help them to improve both personally and professionally and has given them the opportunity to learn about new applications and tools that they did not know before.

materials offered by the project, as well as the activities. These elements have been described as very useful as many of them did not know about them. They also highlighted the knowledge acquired about digital competences, and they were particularly interested in DigCompEdu and its possible application.

Conclusions

As we have been able to observe, the results obtained both from the implementation of the training programme and from the pilots are very positive and clearly place the project in a position of impact. From the educators we learn that they will put the acquired knowledge into practice, and from the students we learn that they have acquired knowledge about digital competences, tools and resources that they did not previously have.

Both target groups consider it essential to share the project both within their organisation and beyond. They will do so through presentations where the project is projected, or through conferences, social networks, research groups...

What they have highlighted the most are the amount of resources and

Practice Recommendations

The recommendations for practitioners based on the insights and experience gained during the pilot implementation of the DigitALAD training programme is summarised as follows:

Take the initiative to **update your digital competencies** using existing resources, MOOCS, online platforms: opportunities for self-directed learning might be easily available. Have a look at the resources available on EPALÉ or on other platforms that might be running in your country.

Exchange and network to find to find more peer-learning or training opportunities.

EPALÉ as well as social media networks might be a good place to meet like-minded and organisations and colleagues. Encourage peer-learning at your workplace: something as informal as a social media group, could be a way of sharing ideas, tools and approaches. Regular staff meetings could also help to see who from the team could have the expertise to support you in a problem that you are facing.

Take small steps and be patient e.g. when integrating new tools in your practice. Change does not happen overnight. Give yourself enough time to try out a new tool and to see how it works in the classroom.

Find mentors, professionals who are passionate about ICT and who can help you out. Perhaps your colleagues would be available and interested in a knowledge exchange.

Attend and/or organize events and workshops supporting the development of digital competencies. With many opportunities now available online, you might find that there are events, taking place in other countries that you can now attend. Organise your own event to showcase the tools and approaches that you are using, might be another occasion to expand your professional network and open new opportunities.

Reflect on digital competencies of your learners holistically, taking into account empowering learners and building meaningful relationships with them.

Understanding the unique needs of adult learners is essential. Respect for the life experiences they bring to a learning endeavor is an integral part of adult learning theory.

Discussion regarding what this competency means in a digital environment is vital. Learners can and should be engaged at different stages of the learning process, encouraging co-design, to foster ownership. In addition, recognition of some physical challenges that might be involved in working with adults (especially older adults) in a digital world is important: eye strain, the mesmerizing effect on the screen, to name only a few.

