SKILLS UP PROJECT

State of the Art Report about digital and soft skills trainings for adults
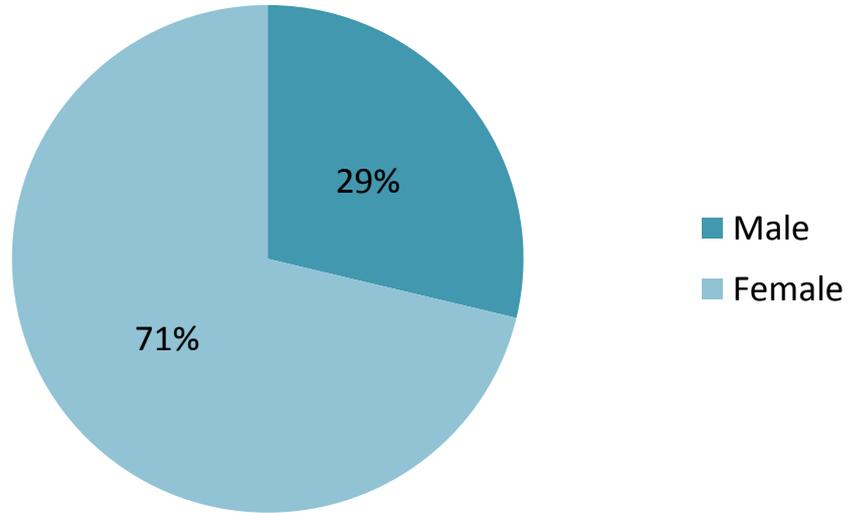
Output 1

I-Demographic data

The aim of this output is to create a report that firstly provides an overview of the existing training opportunities related to the digital and soft skills and secondly gathers the most essential digital and soft skills that should be included in the project training courses (O2 and O3). This report will guide the creation of the two training courses on digital and soft skills. The questionnaire was distributed in 5 countries to teachers that are part of each partner's network.

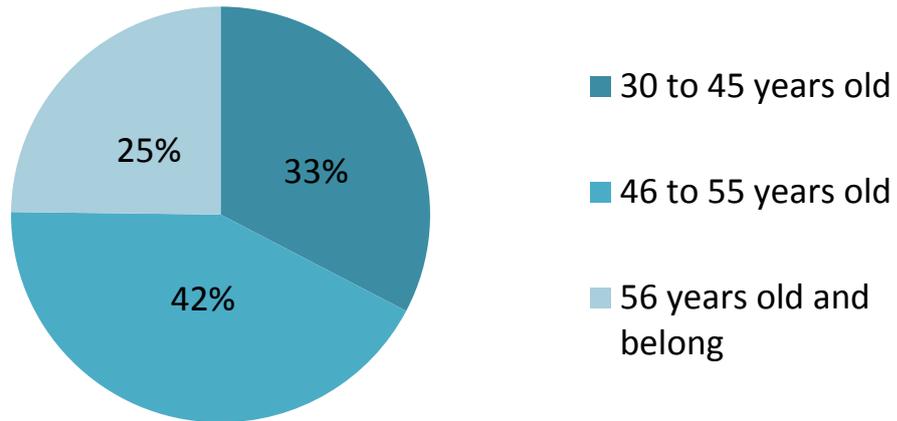In total, 254 teachers/trainers responded to the questionnaire:

- 78 respondents in Bulgaria (30.7 % of the respondents)
- 19 respondents in France (7.5 %)
- 99 in Lithuania (38.9 %)
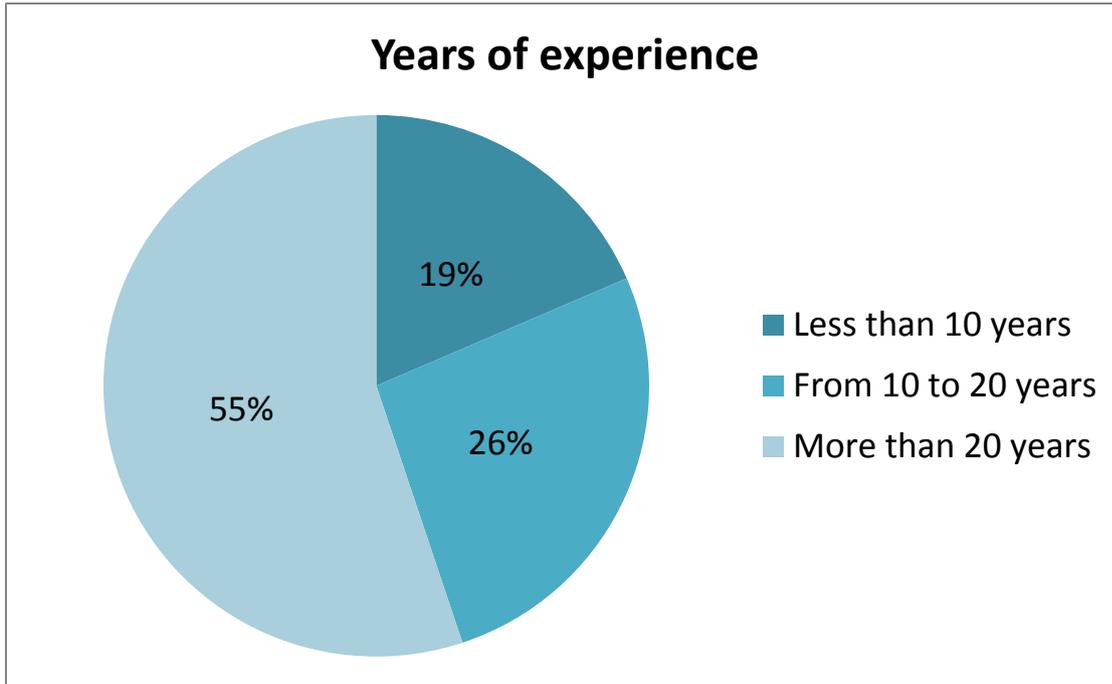- 41 in Cyprus (16.1 %)
- 17 in Sweden (6.7 %)

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Gender of respondents

29%

71%

- Male
- Female

Age of respondents

25%

33%

42%

- 30 to 45 years old
- 46 to 55 years old
- 56 years old and belong

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Years of experience

- Less than 10 years
- From 10 to 20 years
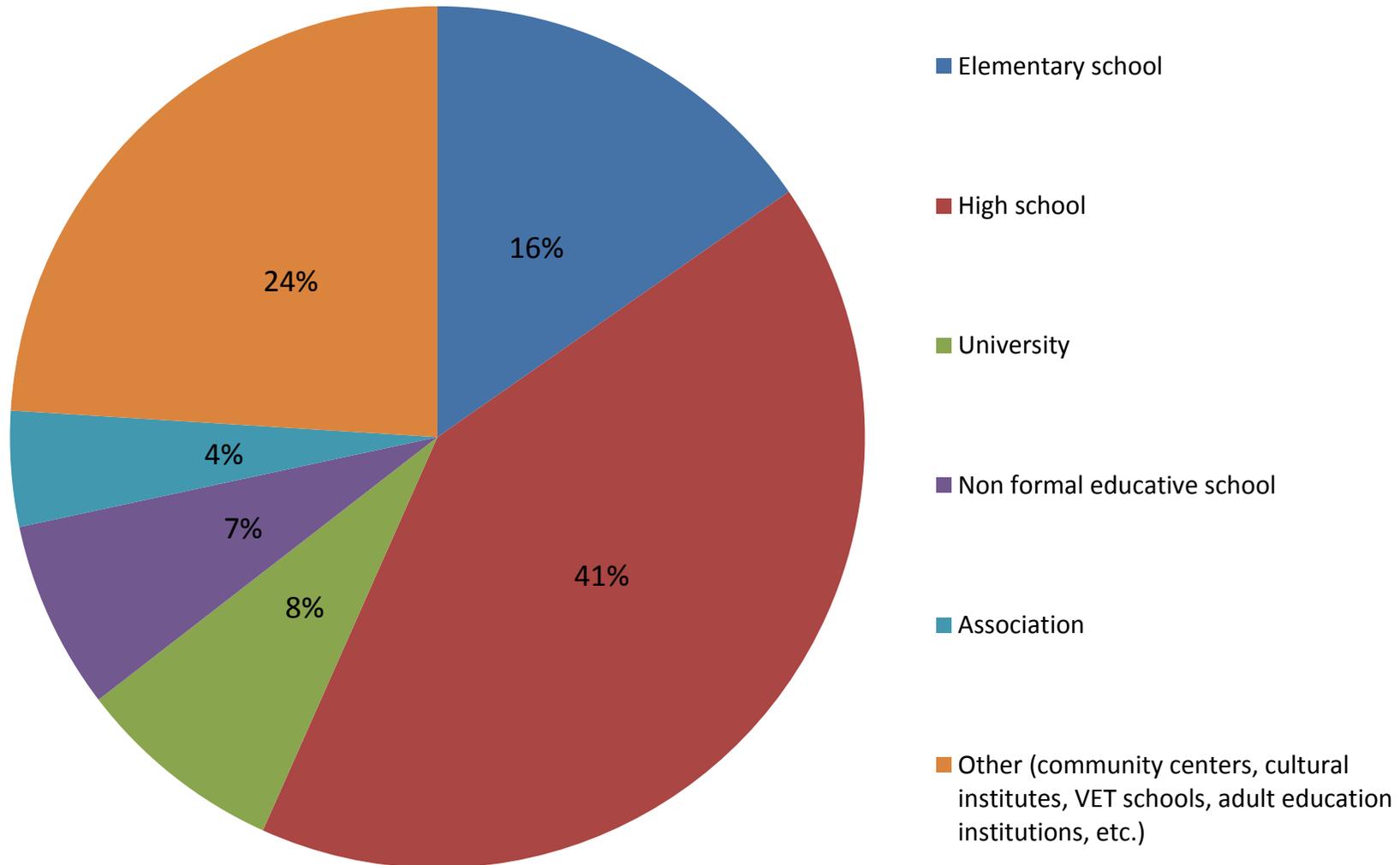- More than 20 years

19%

26%

55%

Most of respondents were women. The ages and the years of experience vary a lot. In general, a large part of teachers who answered are very experienced. Indeed, 55% of respondents have more than 20 years of experience as teachers.

Most of teachers/trainers work at high school level or other type of institution. Teachers gave examples like community centres, cultural institutes, VET schools or adult education institutions.

Type of institution

- Elementary school — 16%
- High school — 41%
- University — 8%
- Non formal educative school — 7%
- Association — 4%
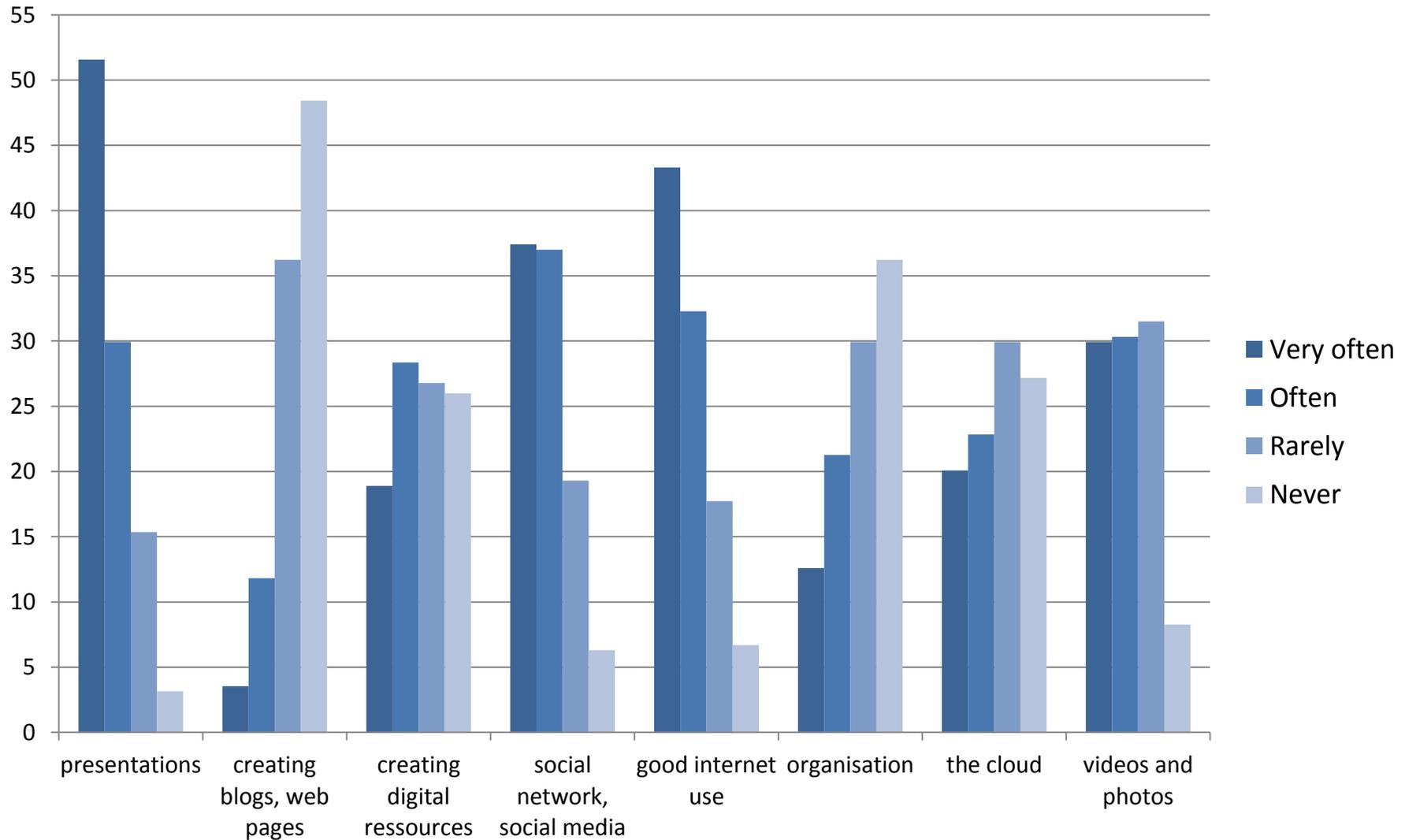- Other (community centers, cultural institutes, VET schools, adult education institutions, etc.) — 24%

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DIGITAL SKILLS

II – Digital Skills

As shown in the graph, a great majority of teachers work using presentations, powerpoint or prezi (for more than half of the teachers). As it could be expected, a good Internet use (for example Wikipedia, security and privacy) is a core point. Social networks like facebook, twitter, linkedin, You Tube, Instagram are frequently used tools, such as and videos and photos (video conferencing, Skype, whatsapp).

The above mentioned digital skills are beneficial for teachers.

Organizational tools like One Note are rarely applied, such as the use of the cloud (google drive for instance). The creation of blogs or web pages is almost never used. However, the use of these skills needs to be improved through trainings because it could be beneficial for many teachers.

The creation of digital resources, for instance converting files, exploring coding, is mitigated: some of the teachers use digital resources a lot, contrary to other ones.

Open questions have allowed us to know better the different needs of teachers.

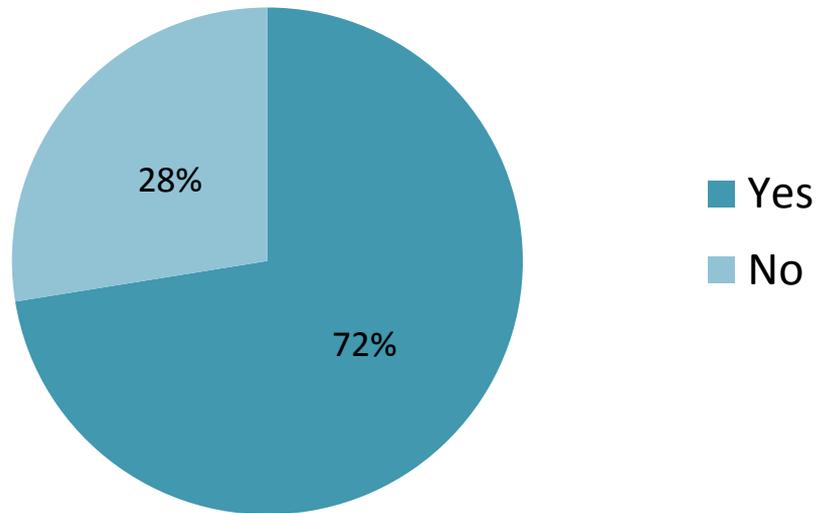Teachers gave details on what they wanted to learn more:

- On Videos : Videoconferences and seminars, creating videos, audio messages,
- On photos : Photoshop, paint
- On Presentations : creating presentations with various tools
- Internet : quick search of the information

Teachers gave some recommendations about ICT skills that were not mentioned in the questionnaire and that would be useful for the trainings. The following skills need to be discovered or improved:
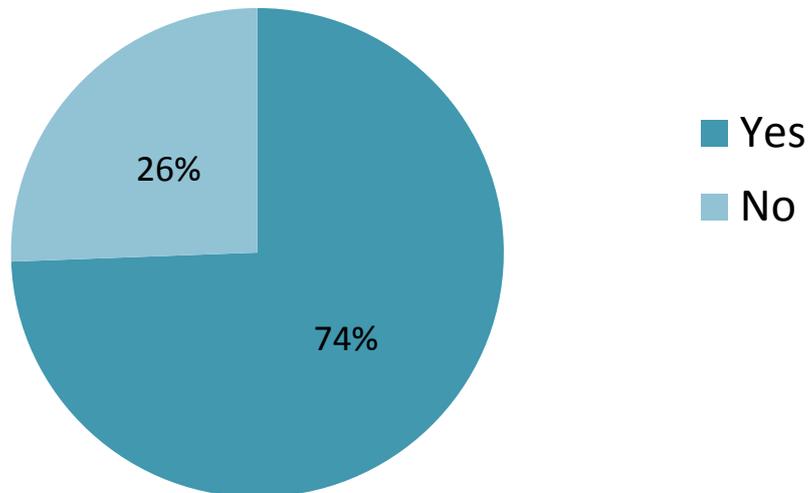
- Online education platforms
- Edmodo for distance education
- Creating lessons with Smartboard
- Computer programming : Java, Pithon

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Do you know how to use resources that are available in the web ?
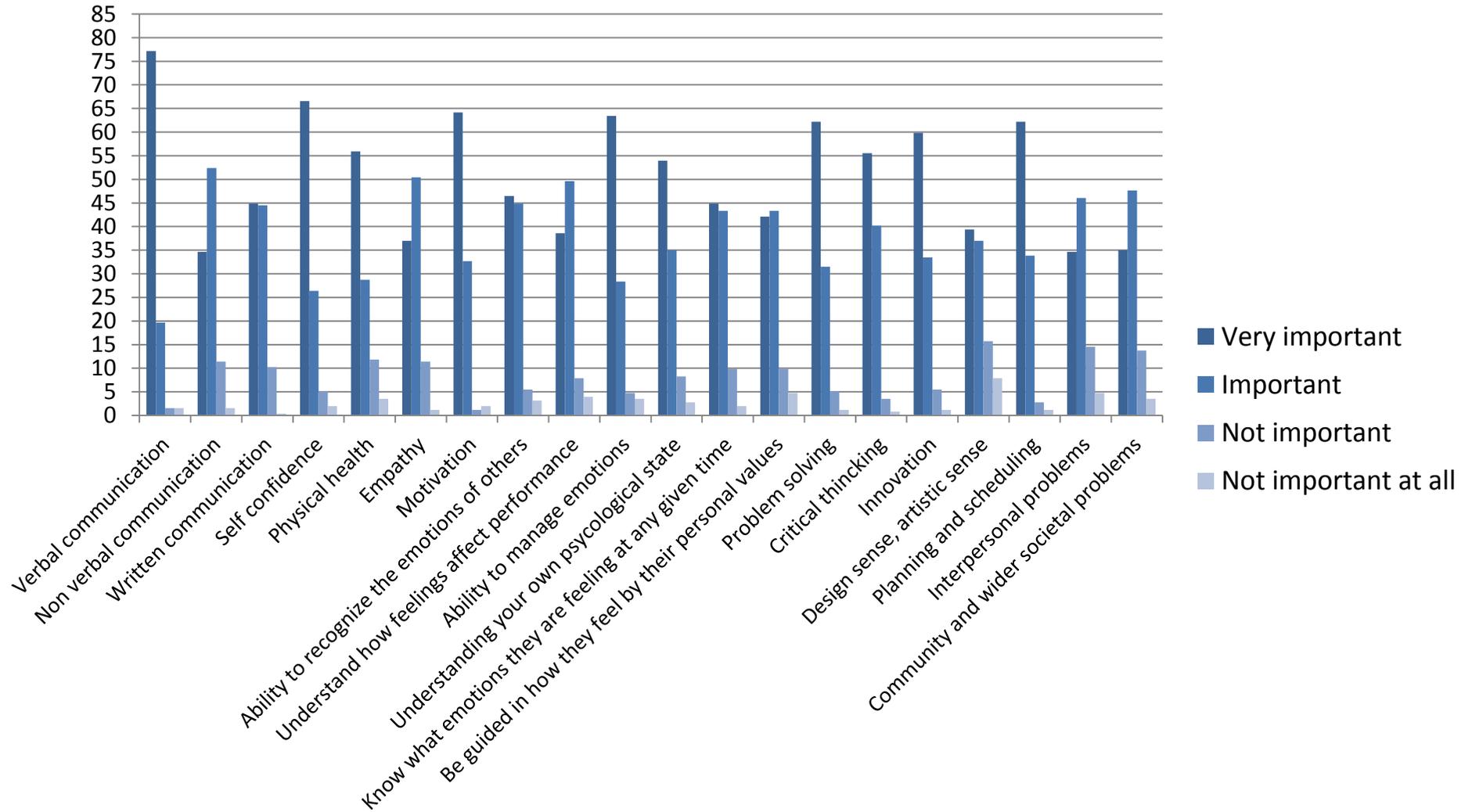

- Yes
- No

28%

72%

Would you like to learn more about this subject ?

- Yes
- No

26%

74%

Even if most of respondents know how to use the resources available in the web (copyright policy), a very large majority wish to learn more about this point.

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SOFT SKILLS

Legend:
- Very important
- Important
- Not important
- Not important at all

Categories (x-axis):
- Verbal communication
- Non verbal communication
- Written communication
- Self confidence
- Physical health
- Empathy
- Motivation
- Ability to recognize the emotions of others
- Understand how feelings affect performance
- Ability to manage emotions
- Understanding your own psycological state
- Know what emotions they are feeling at any given time
- Be guided in how they feel by their personal values
- Problem solving
- Critical thincking
- Innovation
- Design sense, artistic sense
- Planning and scheduling
- Interpersonal problems
- Community and wider societal problems

III- Soft Skills

Most of the soft skills are important or very important for the job of teachers. Verbal communication, self confidence, motivation, problem solving, and ability to manage emotions are crucial to do the job of teaching in the best way. Most of these soft skills have been identified in the proposal to be the content of 6 modules, with autonomy and self-regulation and entrepreneurship attitude.

Teachers have added other skills that were not mentioned in the questionnaire and that could be included in the trainings:

- Good emotional climate creation in the institution
- Respect and moral norms
- Problem solving
- How to feel secure and avoid psychological stress
- Tolerance
- Self confidence
- Flexibility
- Attentiveness
- Analytical thinking
- Loyalty
- Patience
- Know how to be available

Through this questionnaire, teachers and trainers have expressed their needs in digital and soft skills and would like to remedy this lack of knowledge or to deepen their skills thanks to both trainings. Although teachers come from a wide variety of areas, their training needs, their perception of soft skills and their frequencies of use of digital skills are notably similar.

This report gave an idea of the essential digital and soft skills that need to be developed in training courses for adult educators and teachers. The results of this case study go back to the idea of the proposal that emphasises on Internet search, copyright and plagiarism, on the design of websites, and the production of audio and video material, on programming, and on social media. Concerning soft skills, the modules will respond to teachers' needs. In the proposal, the partners have identified 6 modules that could meet teachers' expectations. In conclusion, the modules will adapt themselves to the general needs for trainings expressed in this report.