# O1.2 – EUROPEAN AND NATIONAL RESEARCH OF DIGITAL COMPETENCE VALIDATION
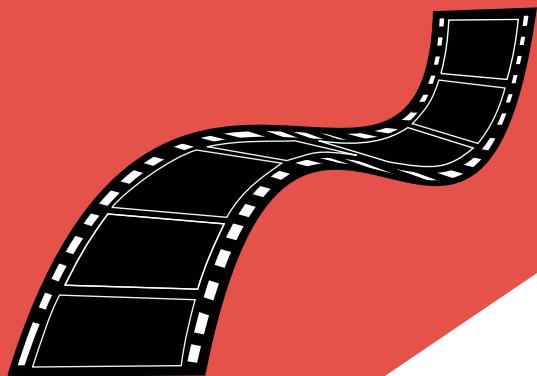
DIGITAL CREATIVE MINDS

**2020-1-DE02-KA227-ADU-007933**

# Digital Creative Minds

## Strategic Partnership in the field of Adult Education

## Project consortium

NAXION

СЕВЛИЕВО

CPERNICUS BERLIN E.V.

NOORUSE MAJA
ROHELINE 1B, PÄRNU, EESTI

Asociación EuropeYou

MusikArt
Associazione culturale
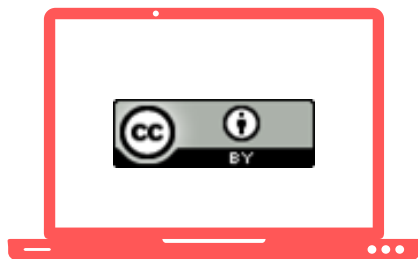
# Table of Contents

# Table directory and List of figures

# Executive summary

The DCM Survey Report for adult learners working in cultural and creative sectors (CCS) presents the results of the research phase of the project "Digital Creative Minds", project funded by the European Union through Erasmus+ programme (Project ID: 2020-1-DE02-KA227-ADU-007933). The project is led by Copernicus Berlin e.V. (Germany) in partnership with Giardini Naxos Municipality (Italy), Sevlievo Municipality, (Bulgaria) Asociación EuropeYou (Spain), Nooruse Maja (Estonia) and MusikArt (Italy).

This document was generated on the basis of a data collection in the form of an online survey. The survey was conducted in the five project partner countries: Germany, Italy, Bulgaria, Estonia and Spain.

The overall objective of the study was to identify the educational needs of cultural and creative sectors (CCS) adults' learners in terms of digital skills promotion for professional development and social inclusion.

Among the specific goals were:

–   to find out the current needs of digital skills and knowledge of adult learners working in CCS, following the five digital competence dimensions defined by DigComp 2.1 (2017);
–   to understand to what extend their work, business or practice have been affected by COVID-19;
–   to find out what is their perception of usage of online courses, MOOC type, for improving competences and skills of adult learners working in CCS;
–   to identify adult learners current level of preparedness of using digital tools effectively.

The results of the survey will subsequently be used as the basis for the development of the contents of the MOOC courses (Intellectual Output 3) of the project, which will have the aim to upgrade the curriculum of adult learners with low digital skills working in CCS.

# Project description

The main aim of "Digital Creative Minds" (DCM) project is to create a sustainable and efficient education program dedicated to adults' learners with low digital skills involved in CCS. DCM will enhance awareness of the need for training in digital skills for the CCS and will focus on openness and inclusive in education. DCM will involve the use and development of an open online course on Digital Skills and Social Inclusion for CCS, built as a Massive Open Online Course (MOOC), an innovative adult educational program available in English and all partners languages as Open Education Resource (OER) and accessible to adults with limited digital skills.

DCM partners will realize the following outputs:

- Digital Competences for CCS guidelines
- Online platform
- MOOC courses
- Position Paper on training investments and OERs for raising digital skills in CCS

The project will be an item on the curriculum of each organization and it will be incorporated in the learning and pedagogical activities of all project partners. The main idea of this project is to bring innovations and better quality adult work and new high level adult work services to adult learners involved in CCS.

Following, the project will have direct, positive effects not just on project target group but also on partners' organizations and their staff of adult educators as they will acquire more specialized knowledge on adult learners and on the importance to acquire digital skills to effectively work in CCS.

Adult learners will be introduced to the MOOC courses (IO3), a self-regulated learning available as OER in English and all partners languages. By scaffolding their further development, the MOOC courses (IO3) will not just increase their digital skills but also increase the success rate for adult learners involved in CCS from vulnerable socio-economic classes (who can have better access to know-how).

## Methodology

The DCM Survey for adult learners working in cultural and creative sectors was prepared by MusikArt in English, with inputs from all partners. After several feedback rounds with contribution of all partner organizations, a final agreement on the survey questions, design and wording was achieved.

The DCM Survey was conducted online using a self-administered questionnaire that was available through an open- access link from September 10th 2021 to October 15th, 2021.

A total of 392 adult learners across the five partner countries participated in the survey research. The project target was to receive at least 300 questionnaires in all partner countries (min.50 questionnaires per country, except Italy, which minimum was 100, since we have two Italian partners). However, there was no maximum threshold set.

The design and development of the survey was based on the objectives of the survey. A combination of closed (single and multiple choice questions) were used to collect comprehensive and meaningful data. The survey was carried out anonymously and respondents were not asked to provide their names or any identifying details.

The survey was conducted online and could be completed in multiple sessions. A typical respondent spent no more than 10 minutes to complete it. The questionnaire was created using EUSurvey service, a European Commission's official survey management tool, launched in 2013 and was distributed between the target group through the use of social media channels, e-mail, face to face activities, training sessions, staff meetings, discussion with organization's partners, etc.
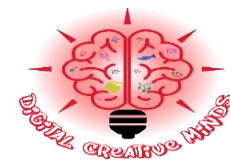
## PROFILE OF RESPONDENTS

### Gender

The figure 1 below, reflects the relative balance between male and female respondents. More specifically there were 197 or 50.26% female participants and 180 or 45.92% male participants that took part in the survey research. Fifteen person or 3.83% of the respondents prefer to don´t indicate their gender.
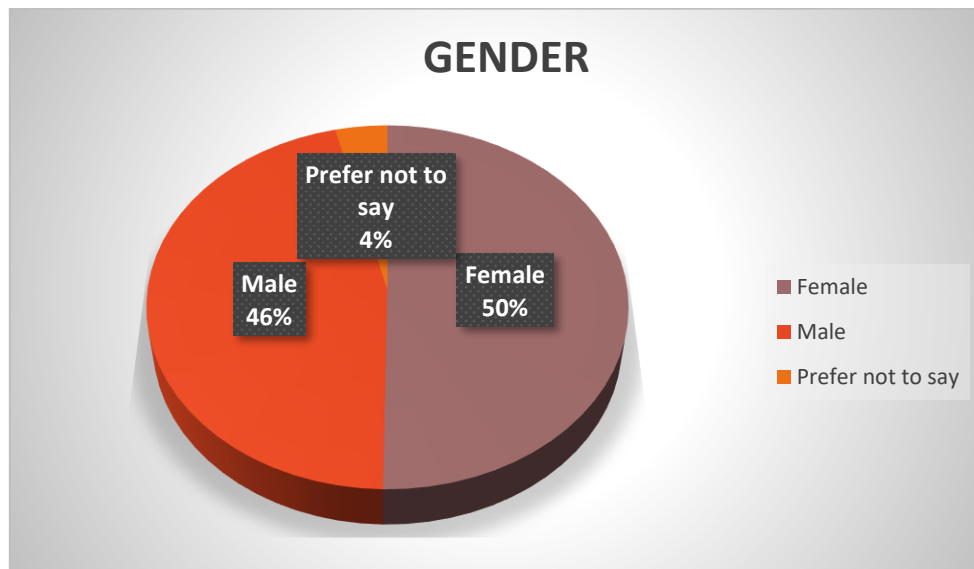


*Figure 1: Distribution of participants per gender*

### Age

In the Figure 2 below we can see the profile of respondents in terms of their age. The majority of respondents are between the age group of 31 and 40 (43.62%) and 18-30 (29.59%). Moreover, 86 respondents (21.94%) are in the age group of 41-50, followed by 15 (3.83%) in the age group of 51-60. Only 4 respondents were belonging to the group 60+.

The data implies that majority of respondents are in the age range of 18 – 40 (73,21%), thus belonging to the adult and young adult age group, which is relevant for the target of our survey. Not surprisingly, the rest of the respondents, in total 105 (26,79%) belongs to the age group from 41 years old and above, which is also very positive for us as result, since our survey and project activities are thought for adult people working or interest to work in CCS.
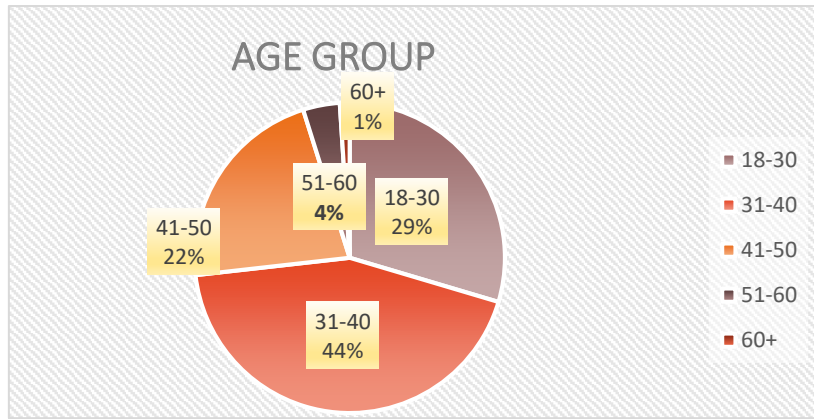
*Figure 2: Distribution of participants per age group*

**Country**

In total the questionnaire was filled by 392 participants.

As expected, a significant percentage of those who completed the survey were residents in the project partner countries: Bulgaria 14.8%, Estonia 15.56%, Germany 16.33%, Italy 33.42% and Spain 19.39%. The survey also went beyond the partnership consortium countries including two respondents from other countries, which identification was not requested when filling the survey.

In addition, in total 131 respondents (33.42%) who replied to the survey was from Italy. Such results were expected since our project consortium counts on two partners coming from Italy, namely the Giardini Naxos Municipality and Associazione Culturale MusikArt.
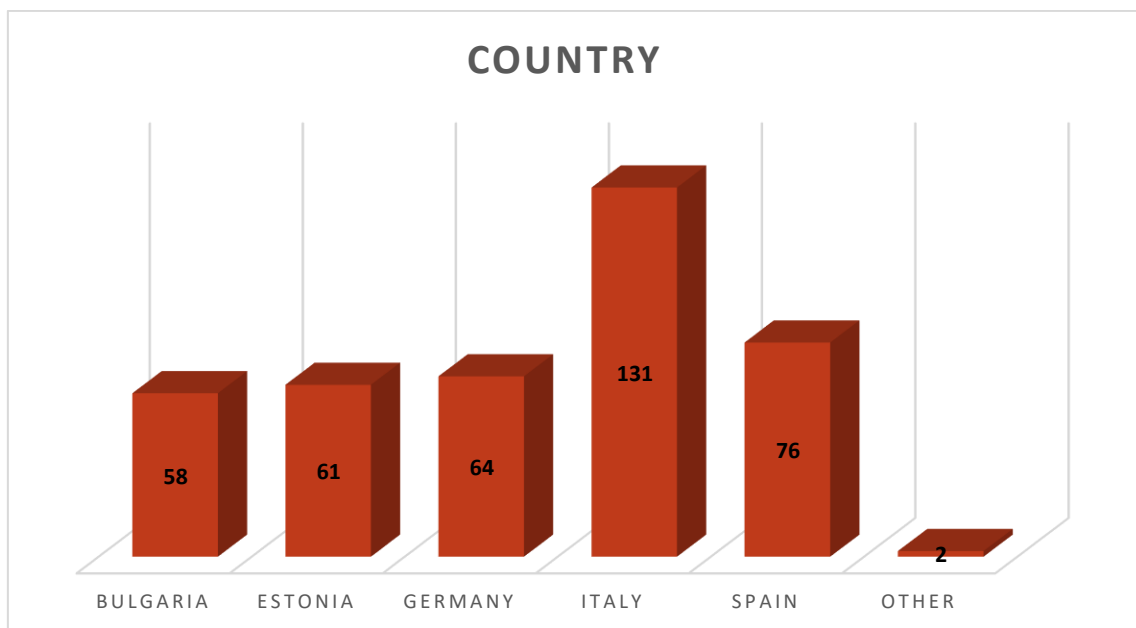


*Figure 3: Distribution of participants per country*

**Work position in CCS /interested to work in**

With the following question the project partners wanted to find out in which working areas of Cultural and Creative Sectors the survey respondents are working or are interested to work in the future. Nine possible answers were given, if none was suitable the participants could type their work position or interest under the option "other" as well as select "none of them", if relevant. Following:

- Museum, galleries and libraries – 55 respondents (14.03%)
- Music, performing and visual arts - 95 respondents (24.23%)
- Advertising and marketing - 75 respondents (19.13%)
- Architecture - 31 respondents (7.91%)
- Crafts Design (product, graph and fashion design) - 74 respondents (18.88%)
- Film, TV, video, radio and photography - 48 respondents (12.24%)
- IT and computer services software and web/mobile development - 26 respondents (6.63%)
- Publishing - 23 respondents (5.87%)
- Tourism - 37 respondents (9.44%)
- Other (please specify) – 0 respondents
- None of them – 21 respondents (5.36%)

As we can see from the data above, most of the respondents are working in the field of "Music, performing and visual arts" (24.23%), followed by "Advertising and marketing" (19.13%) and "Crafts design, product, graph and fashion design" (18.88%). These results were not so surprising for us, given the fact that between our partners we have the Italian NGO MusikArt, which is working on a daily basis with adult people in the most selected category "Music, performing and visual arts" as well as we have our Estonian partner "Nooruse Maja" which can count on many adult people interested in the same sector which we supposed were also involved in DCM survey research.

The following two sectors "Museum, galleries and libraries" and "Film, TV, radio and photography" were also between the most selected, while from "Tourism", "Architecture", "Publishing" and "IT computer service software, web development" we received few contributions, that consequently will not help us a lot to conclude what specifically these respondents are missing as skills and knowledge in these sectors.

In addition, the following question offered as an option "multiple answers possible", so as we could see from survey results, some of our respondents are working or are interested to work in more than one CCS.

To conclude, 21 respondents (5.36%) are not working, neither interested to work in the CCS, therefore, their replies will not be so relevant for our survey research. However, the percentage of those respondents is very small, so it will not affect at all our final survey results.
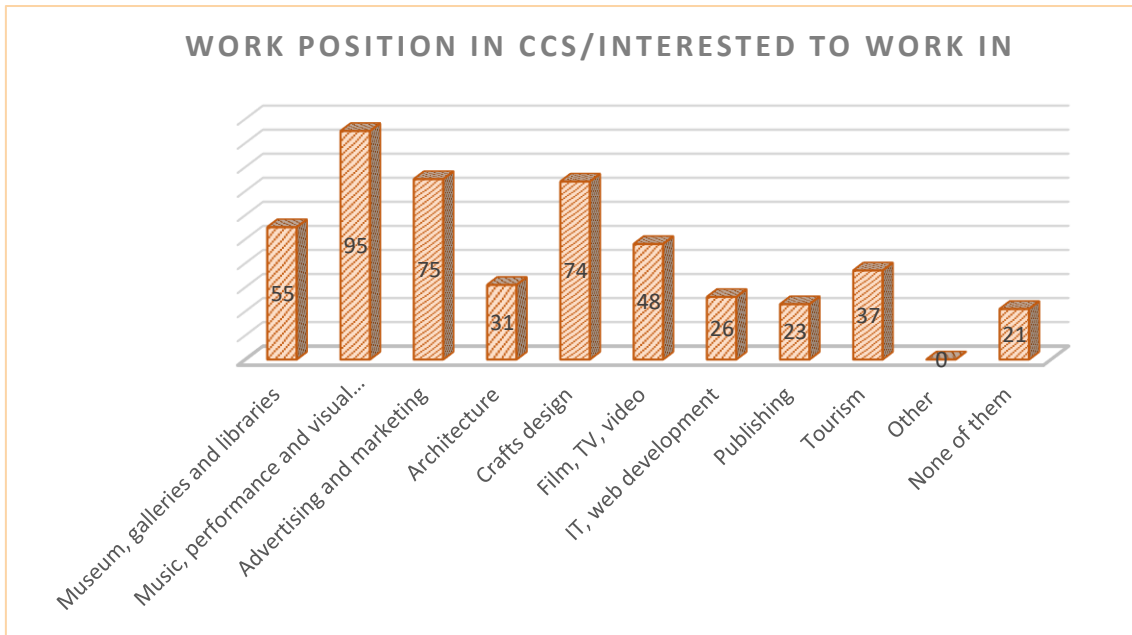
*Figure 4: Work position in CCS /interested to work in*

## Type of organization

Following the previous question, we wanted to know in what type of organization our respondents were working in. Six different types of organizations were given as possible options as well as the options "currently not working" for those who were not employed at the moment, and "other" for the ones that may could not find the correct option between the offered ones.

The survey shows that the majority of our respondents 120 (30.61%) are working in "Small Medium Enterprise (e.g. art studio, advertising agency, publishing company)", while almost the same number of respondents – 117 (29.85%) are working as "self-employed (freelancer)". Such results were expected, giving the fact that as seen from the previous question, a big percentage of the survey respondents are working in the field of "Advertising and marketing" and "Music, performing and visual arts". Moreover, it is well known that a lot of people working in the CCS are usually freelancers, so we have supposed that this option will between the most selected one.

The survey results also showed that 63 respondents (16.07%) are working in "Public body/institution", followed by 44 respondents (11.22%) working in NGOs and 40 (10.2%) respondents working in "Large enterprise".

In addition, 31 respondents (7.91%) are working in "University or other educational establishment", while 35 respondents (8.93%) are "Currently not working". Nobody selected the option "other".
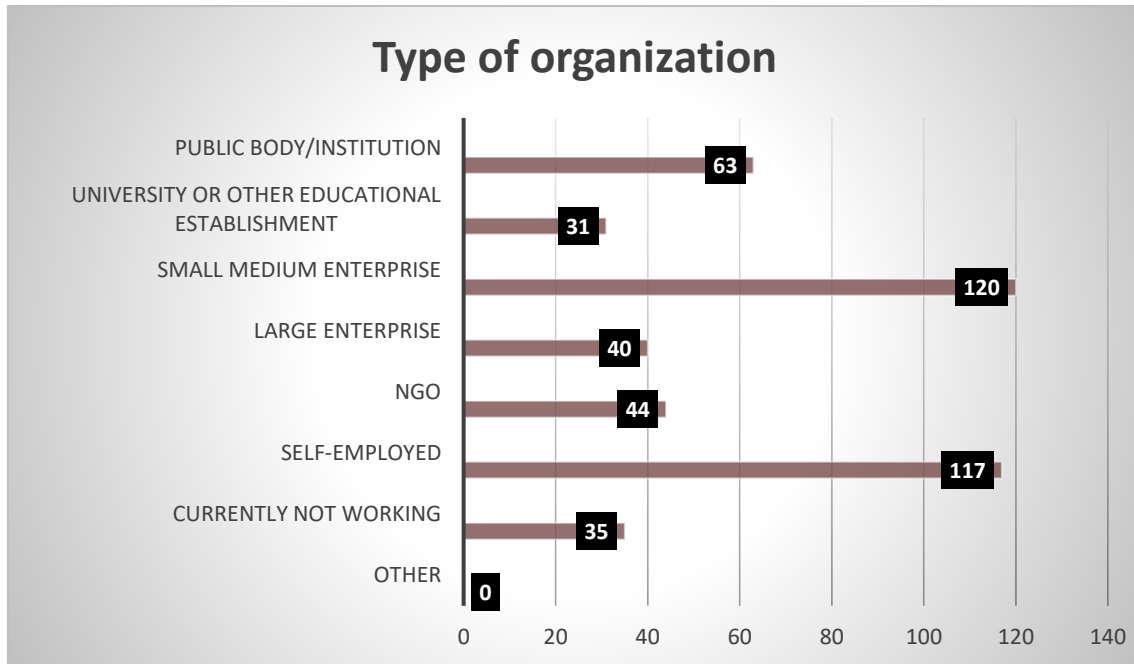
*Figure 5: Type of organization*

## Current occupation

This question was intended to clarify the relationship between the respondents and the type of organisations mentioned above. This means whether they are employed full-time or part-time or whether they are volunteers in the organisations/institutions.

A total of 204 respondents (52.04%) are part-time employees, 111 respondents (28.32%) are full-time employees, and 49 (12.5%) are volunteers. When designing this question, we already expected that the number of part-time employees could be high, since people working in CCS in many cases are working as part-time employees or also hold a primary job in other work field. Indeed, the results confirmed our expectations.

In addition, 28 of the respondents (7.14%) are not working anywhere, neither volunteering.
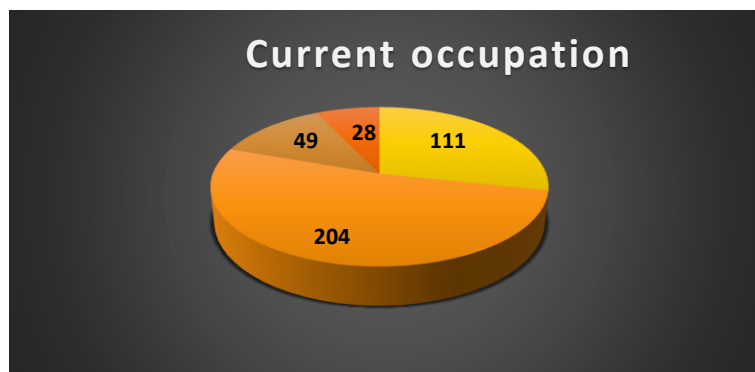


*Figure 6: Current occupation*

**Business or practice affected by COVID-19**

The following question aims to see if the work, business or practice of the survey respondents have been affected by the COVID-19 pandemic, and to what extent.

As expected, 147 respondents (37.5%) chose "significant impact" from the possible options, following by 120 respondents (30.61%) which indicated that COVID-19 had "medium impact" on their work, business or practice. Moreover, 101 respondents (25.77%) said that COVID-19 had a "mild impact", and 24 respondents (6.12%) selected "no change" as an option. Regarding this last group, we believe that those respondents are the ones who indicate in the beginning that they are not working neither interested to work in the CCS, therefore, they did not experience any kind of change in their routine related to the pandemic and their current occupation in CCS.

The survey result clearly shows us that COVID-19 has had an impact on people working in CCS. The COVID-19 outbreak has brought an entire economic sector to a standstill because of measures taken to implement lockdown and social distancing. The whole cultural value chain has been affected preventing staging of cultural events, touring, production of movies, TV programmes, recording sessions, releases of new films, books, closure of distribution outlets such as bookshops, cinemas, concert halls, museum, theatres, heritage sites or art galleries. Events and festivals, trade fairs are cancelled were postponed. Therefore, we truly believe that the work, business or practice of the majority of people who work in CCS somehow have been affected, no matter if the COVID-19 brought them also new opportunities, or either new challenges that needed to be faced.
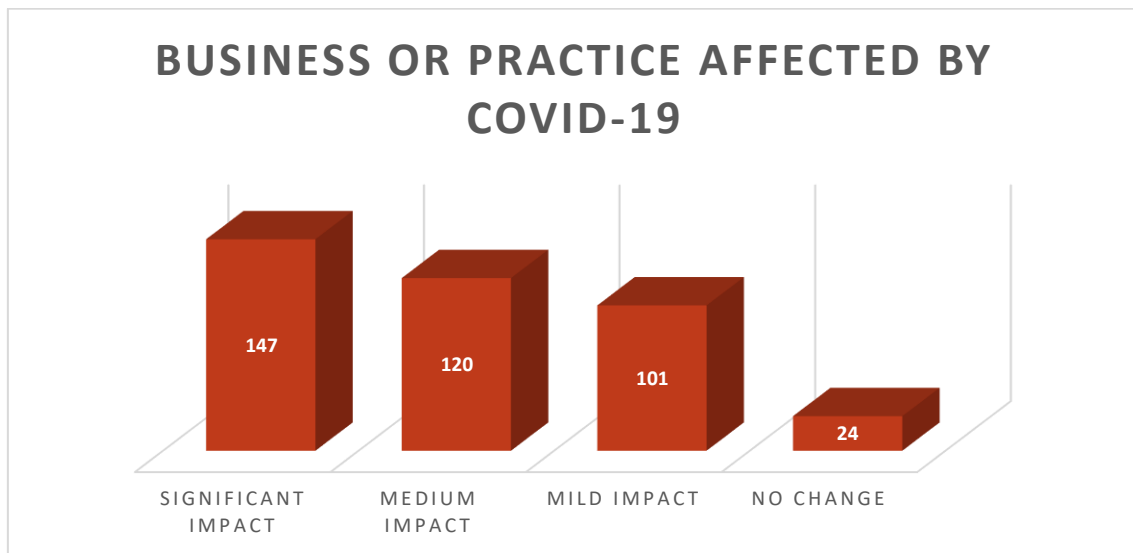


*Figure 7: Business or practice affected by COVID-19*

**Importance of digital skills**

Participants should indicate in this question how important digital skills are to their daily work in CCS. There was the possibility of 1 = not at all to 5 = very important.

There were just 21 respondents (5.36%) who rated digital skills as unimportant (1) and a total of 181 respondents (46.17%) that rated them as very important (5) for their daily work.

In addition, we can see in the figure 6 below, that in total from 3 to 5, 351 respondents rated digital skills as important, which is very huge part of people. To conclude, this result clearly shows that digital skills are crucial in almost each person professional daily work, bringing a lot of benefits for people working in CCS. Not for nothing Internet has been described as the "decisive technology" of our century, therefore, digital skills are must to have.
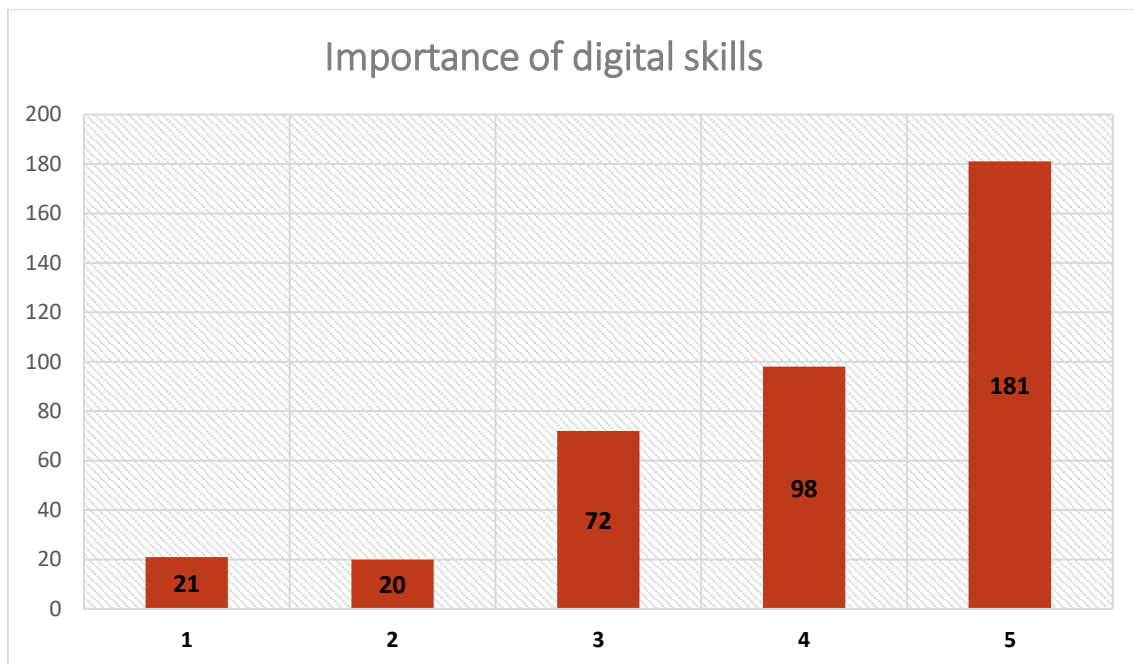


*Figure 8: Importance of digital skills to daily work in CCS (1 = not at all - 5 = very important)*

**Need to improve digital skills after COVID-19**

With the following question we wanted to learn if our survey respondents feel that they need to improve their digital skills after COVID-19.

A total of 191 respondents (48.72%) chose "strongly agree" as an option, followed by 174 respondents (44.39%) who chose "agree". Only 21 respondents (5.36%) "disagree" with the statement, while other 6 respondents (1.53%) "strongly disagree", those they do not feel that their digital skills should be improve at all.

So, based on this results, we can definitely say that the majority of our respondents see digital skills as an important and in some moment within the last year they felt that they should improve them.
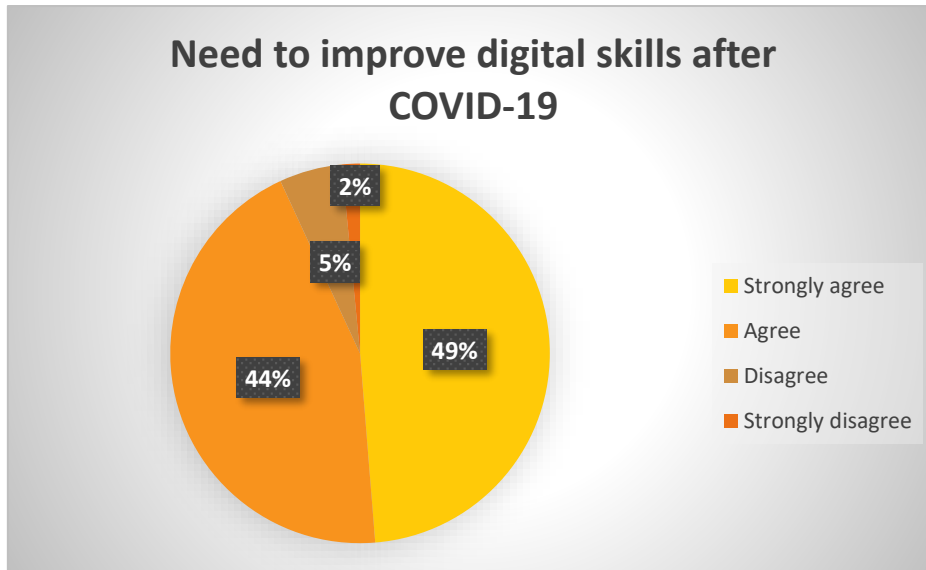
*Figure 9: Need to improve digital skills after COVID-19*


**Evaluating skills importance in CCS following the five digital competence dimensions defined by DigComp 2.1**

With this question the project partners wanted to find out how useful according to the respondents are each of the five digital competence dimensions defined by DigComp 2.1 (2017) in CCS, nowadays. The question was presented in form of a table and participants were asked to rate the skills from 1 to 5 (1= not at all; 5 = very important). Chart 1 below shows the table as it appeared in the survey. It was only supplemented with the number of responses.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Information and data literacy | 6 | 29 | 69 | 117 | 171 |
| Communication and collaboration | 4 | 20 | 57 | 156 | 155 |
| Digital content creation | 5 | 13 | 60 | 158 | 156 |
| Safety | 4 | 16 | 61 | 142 | 169 |
| Problem solving | 6 | 12 | 57 | 136 | 181 |

*Chart 1: Number of answers per each dimension, rating from 1 to 5*


According to the answers, the majority of the respondents find the skills in the five digital competence dimensions as "very important" and "important", rating them between 4 and 5. In total, 288 respondents rated "information and data literacy" between these two levels, 311 respondents for "communication and collaboration", and 314 respondents for "digital content creation". The digital competence dimension "safety" was voted between 4 and 5 from 311 respondents, while 317 respondents selected "problem solving".

13

From the table above, we can see that very small proportion of respondents, around 4-6, rated each of the skills in the digital competence dimension as "not at all important".

In addition, although around 60-80 respondents voted between 2 and 3 for the importance of skills in the five digital competence dimensions, we can conclude that for the majority of our respondents the skills in each of these five categories are definitely important. Therefore, we will try to provide the needed online materials and activities that can foster the knowledge and skills of adult learners working in the CCS.

## Skills adult learners should improve

In order to get more specific information related to the skills and knowledge that our respondents lack and need to improve related to each of the five categories parted of the Digital Competence Framework for Citizens, we offered them the possibility to choose between each of the detail described competences in every area. The questions have multiple answers possible, so respondents could select more than one answer. Following:

### Information and data literacy
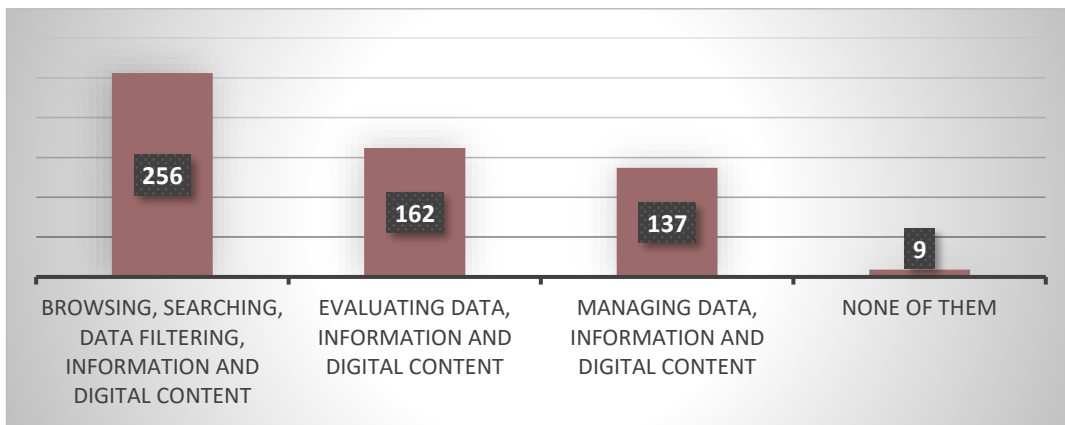


*Figure 10: Skills to improve – information and data literacy*
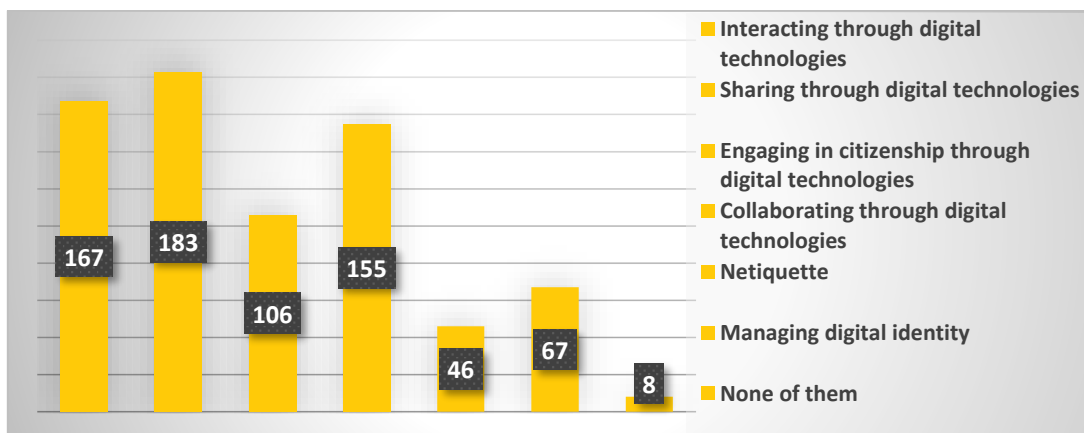
### Communication and collaboration



*Figure 11: Skills to improve – communication and collaboration*

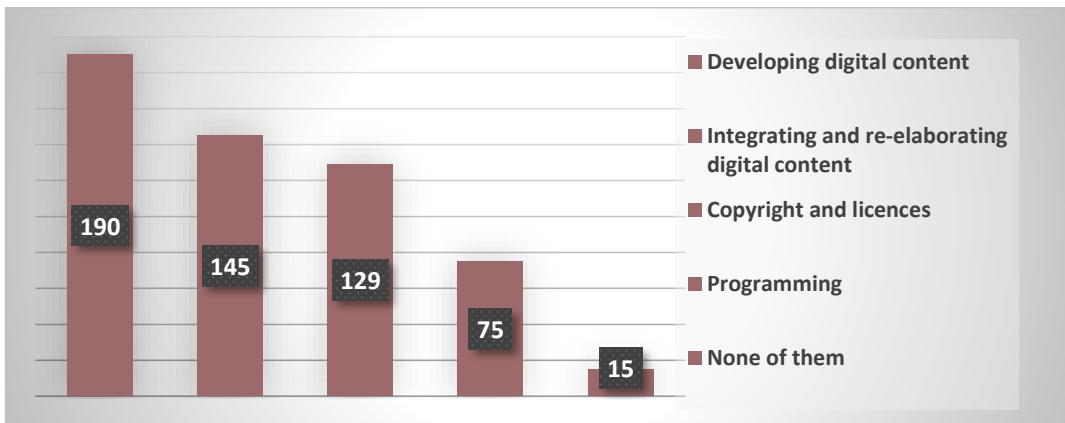14

## Digital content creation



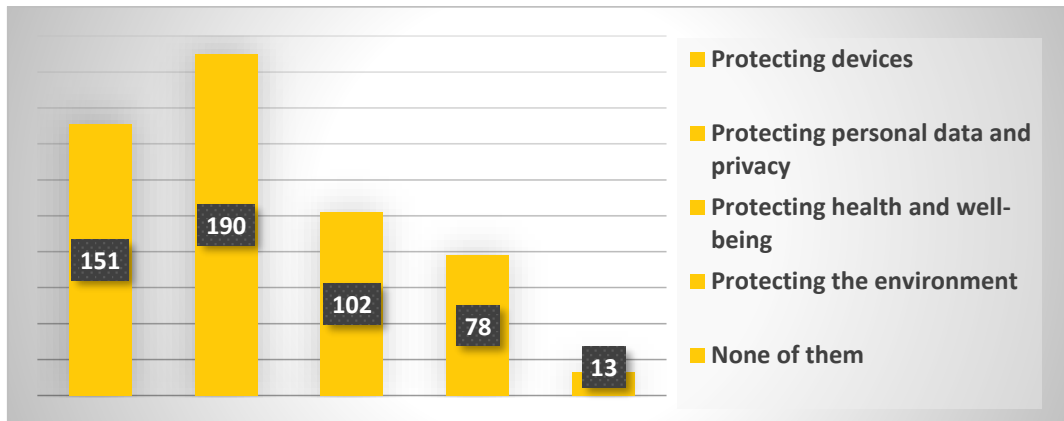*Figure 12: Skills to improve – digital content creation*

## Safety



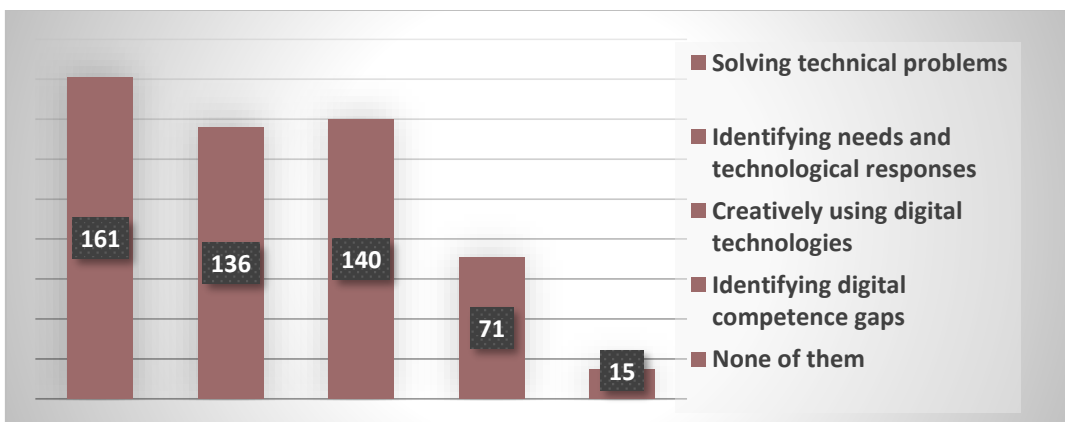*Figure 13: Skills to improve – safety*

## Problem Solving



*Figure 14: Skills to improve – problem solving*

Regarding the first category "information and data literacy", majority of our respondents, 256, identified "browsing, searching, data filtering, information and digital content" as the most needed skills and knowledge for their work in the CCS, followed by "evaluating data, information and digital content" selected by 162 respondents, and "managing data, information and digital content" chosen by 137 respondents. In addition, 9 respondents said that they do not need to improve "none of them".

The second category "communication and collaboration" counted with seven possible answers. The most selected skills to be improved were "sharing through digital technologies" selected by 183 respondents, followed by "interacting through digital technologies" chosen by 167 respondents, and "collaborating through digital technologies" chosen by 155 respondents.

The competence "engaging in citizenship through digital technologies" was chosen by 155 respondents, while for "managing digital identity" and "netiquette" we had 67 respondents and 46 respondents, respectively for each of the two. In addition, almost the same number of respondents as in the previous category, 8 people, selected the option "none of them".

The result from the third category "digital content creation" shows that 190 respondents would like to improve their skills in "developing digital content", while "integrating and re-elaborating digital content" was indicated as the second most chosen option by 145 respondents. Another 129 respondents need to know more about "copyright and licenses", followed by 75 respondents who want to improve their "programming" skills. In total, 15 respondents said that they do not need to improve their skills in this category, selecting the option "none of them".

Regarding the fourth category "safety", 190 respondents want to learn how to "protect personal data and privacy", as well as how to "protect devices", selected by 151 respondents. Another 102 respondents are interested on how to "protect health and well-being", followed by 78 respondents who want to know how to "protect the environment". 13 respondents indicated that they do not want to improve their skills in any of the mention competences in this category.

In the last category "problem solving", the most chosen option was "solving technical problems" (161 respondents), followed by "creatively using digital technologies" (140 respondents) and "identifying needs and technological responses" (136 respondents). In addition, "identifying digital competence gaps" was chosen by 71 respondents, and another 15 selected "none of them" as an option.

To summarize, the results from this question gave us a clearer picture on what skills, knowledge and competences our target group is looking for and would like to improve, so definitely we will focus our efforts and future activities in mastering them. Moreover, a special attention for the selection of the e-learning materials and topics to be included in the DCM MOOC e-learning courses, will be given to the findings provided by this specific question.

## Most suitable training delivery methods

The aim of this question was to find out which of the proposed learning methods are most suitable for adult learners working in CCS to improve the above-mentioned skills they lack the most. Multiple answers to this question were possible.

The following answers were given:

- E-learning courses (e.g. MOOCs)
- Virtual streaming services (e.g. YouTube)
- Virtual trainer-led courses (e.g. webinars)
- Face to face learning with experts in the field
- Non-formal learning sessions
- Work-based learning
- Blended learning (both virtual and face-to-face learning)
- Other (please specify)

The most selected option was "e-learning courses (e.g. MOOCs)" chosen by 208 respondents, which is very positive result for us since the main idea for preparing this survey was to identify the educational needs of our target group as well to define the contents of the MOOC courses which the project consortium is planning to realize as part of DCM project.

Between the other more preferred delivering methods we found "virtual streaming services" (93 respondents), followed by "face to face learning with experts in the field" (88 respondents) and "virtual trainer-led courses" (78 respondents). Although some of our respondents chose face to face learning, there is a significant percentage of people who actually prefer learning online, so this is an interesting finding, because it might be that after COVID-19 people got more used with online educational materials and prefer to keep learning online.

The last three option offered were selected as following: "work-based learning" (47 respondents), "blended-learning" (39 respondents) and "non-formal learning sessions" (37 respondents). In addition, respondents were given the chance to select the option "other" and specify the training method they prefer, but no one opt for this answer.
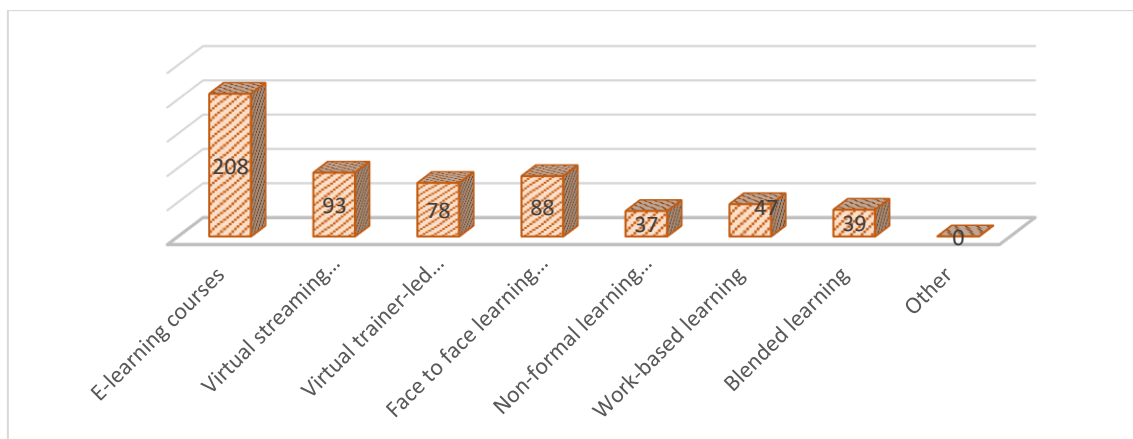


*Figure 15: Most suitable training delivery method*

## MOOC courses awareness in CCS

With this question we wanted to know if participants already knew about online courses dedicated to adult learners or learners working in CCS in their countries. The given options were just two "yes" and "no", but for the ones which selected "yes" we prepared additional questions such as "Did you attend such online courses" and if yes, "What did you like the most? What you didn´t like at all?".

The result show that a very big part of our respondents, 297 in total, have never heard about such courses.

From the other hand, the rest of the respondents who knew about such courses (95 respondents) were asked if they attended some of them. Surprisingly, only 5 respondents respond positively. Between their comments about what they liked/didn´t like in these courses, we have: good structure materials and information, but lack of real practice; opportunity to learn from home and make new friends; good topics but not appropriate methods to deliver; not practical advises that can be used.

## MOOCs perception for improving digital skills

In the following question we asked survey respondents if they believe that MOOCs and e-learning course could improve digital skills for adult learners working in CCS. Respondents should select according their opinions if they strongly agree, agree, disagree, or strongly disagree.

The result shows that majority of the respondents have very positive perception about the use of MOOCs in improving such skills. Indeed, 188 respondents selected the option "strongly agree", while 174 respondents were "agree" about the statement. From the other hand, 21 respondents (5.36%) "disagree" and another 9 respondents (2.3%) "strongly disagree" that MOOCs can improve the digital skills of adult learners in CCS.
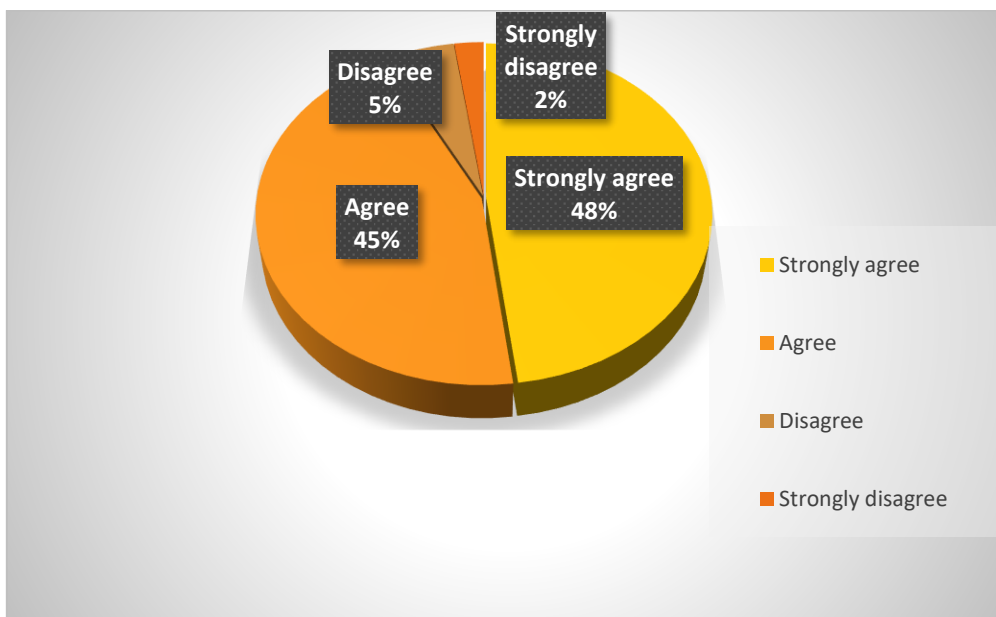


*Figure 16: Perception of using MOOCs for improving digital skills*

**Interest in online course, MOOC type, for adult learners working in CCS**

We asked respondents to express their opinion about an online course, MOOC type, created especially for adult learners in CCS. Respondents should select according to their personal interest. The following options were offered to them: "very interested", "somewhat", "very little" and "not at all".

The survey result shows that 238 respondents (60.71%) are "very interested", followed by 118 respondents who selected "somewhat" as an option. In addition, 30 respondents (7.65%) are interested "very little", while 6 respondents do not want to take such courses, selecting the option "not at all".
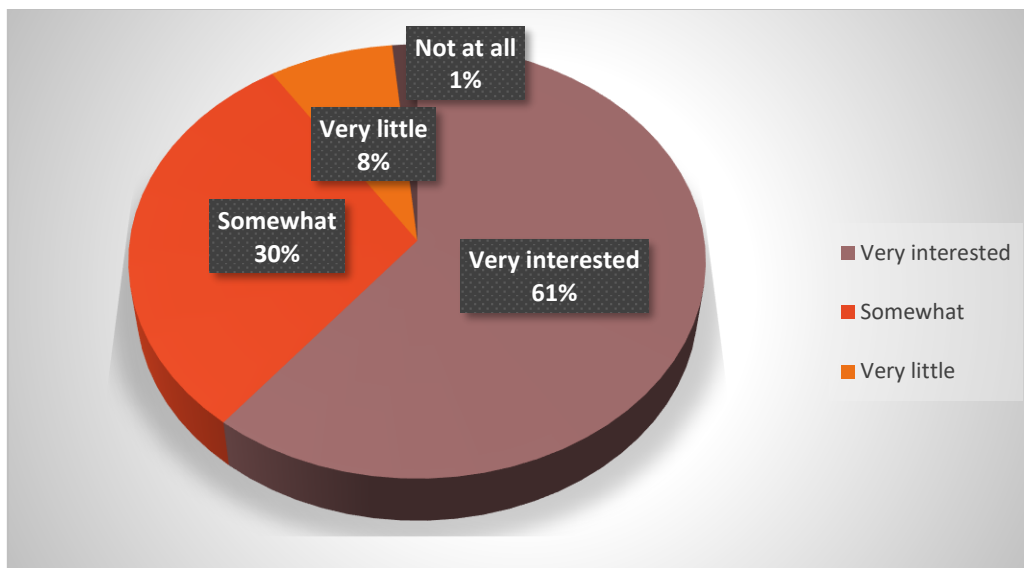


*Figure 17: Interest in online course, MOOC type, for adult learners working in CCS*

**Information to include in MOOC courses**

Following the previous question, we wanted to know what kind of information those willing to participate in MOOC courses would like to find out there. This question was design as a multiple-choice question, offering seven different topics as well as the option "other" for those who wanted to suggest something more or something different.

Topics such as "online resources on how to re-elaborate and integrate my work with brand new techniques" (170 respondents), "guidelines for effective communication, interaction and collaboration" (160 respondents), and "online advises on how to protect my device and digital content – online safety" (155 respondents) were among the most chosen ones by the survey respondents.

Moreover, for 132 respondents "practical information that can help me to innovate and adapt curriculum" will be other interesting topic, followed by "digital tools to run my career online", chosen by 123 respondents.

In addition, the last two options "good practice from other countries on how they support adult learners working in CCS" and "National and European funding programmes and opportunities" were selected by 81 respondents for the first one, and 50 respondents for

the second one. Finally, for the option "other", we didn't receive additional suggestions, so we supposed that the options and topics that were given to our respondents were enough satisfactory, so they didn't need to add something more specific.

However, when designing the e-learning materials we will take into consideration what topics are more interesting for our target group, and which one less, so the online materials will be distributed accordingly. Moreover, we will include more topics and materials taking into consideration the findings of the entire questionnaire as well as the feedback received by each project partner from the conducted face to face meetings during the local workshops organized as part of DCM project in each country.

## Additional materials for MOOC courses

The following question was a complementary to the previous one. We wanted to know a part of the information provided, what more our survey respondents would like to see in the MOOC courses. The question was again design as a multiple-choice question, and participants were given five options, including the option "other", where they could add their suggestions.

The majority of the respondents (228) selected the option "quiz to evaluate my learning process", followed by "videos dedicated to the topics discussed" pointed out by 121 respondents.

Moreover, the option "forum where I can discuss with other participants" was selected by 113 respondents, while "periodical online updates useful for adult learners working in CCS" was pointed out by 72 respondents.

In addition, one person selected the option "other" saying that it's a good idea to have also a certificate when enrolling to the courses. We are happy to know that certificates are seen as feature for the learner, as well as we also believe that recognition in the form of certificate can make a difference, making courses more attractive and learners more engage.

Indeed, we have already planned that DCM MOOC course will count on different e-learning courses with the possibility for participants to receive a certificate in the end of the training program. After each course, participants should undergo to an evaluation of their learning process in the form of quiz. So, once participants take all the quizzes with a certain minimum per course (e.g. 70%), they will have the opportunity to download automatically their certificate which will be issued by the name of the consortium.

Moreover, as it was said previously, the DCM MOOC courses will contain quizzes for evaluation of the learning process, which was the most chosen option by respondents, so we were very happy to see that there is such a huge interest from respondents` side regarding this evaluation process.

To conclude, DCM team will try its best to provide video materials and periodical useful updates for adult people working in CCS, not only in the MOOC platform, but also online through its social media channels. Moreover, during the face to face meetings and

workshops which each partner will be organizing periodically in its country there will be a space for sharing information that might be useful for the project target group.

In addition, the users in the MOOC courses will be offer also a space where they can discuss with other participants about the topics and exchange experience.
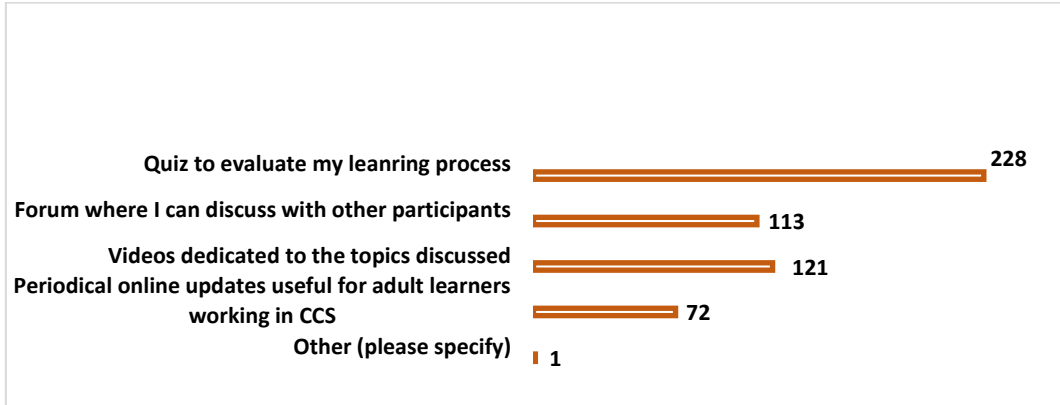


*Figure 18: Additional materials to be included in MOOC courses*

## Tools used every day for daily work

This is the first of the four complementary questions we added to the end of DCM survey for evaluating the knowledge of our respondents in different areas always related to the DigComp 2.1 and its five categories, as well as to evaluate what is the specific usage of digital tools in their daily work.

Indeed, the aim of the following question was to see which of the proposed tools, survey respondents are using every day for their daily work. This question gave respondents multiple choice answers.

According to the result, the majority of the respondents (264) use "collaborative tools (e.g. Gmail, Google Drive, Teams, Outlook)", followed by "communication tools (e.g. Slack, Zoom, Google Chat, Skype) pointed out by 195 respondents.

Moreover, "content management tools (e.g. WordPress, Prestashop, Drupal)" are used by 89 respondents, while "project management tools (e.g. Asana, Trello, Monday, Jira) are used by 56 respondents.

From the other hand, survey result shows that "digital accounting tools (e.g. Sage, Accounting, Xero, FreshBooks)" aren't among the most used, thus, selected by 52 respondents, as well as "payroll management tools (e.g. Gusto, CuteHR, Onpay) pointed by only 19 respondents.

Surprised in a positive way, 6 of our respondents are using all of the above mentioned tools in their daily work.

However, we also had 5 respondents who pointed the option "I have never used such tools". Anyway, we hope that through their future involvement in our project activities, they can learn more about these and similar tools and find the best way for using some of them in their professional, but also personal needs.

Co-funded by the
Erasmus+ Programme
of the European Union

## Tools for creating digital content

The aim of this question was to see what kind of tools our respondents are using for creating digital content. This question was design as a multiple-choice question, offering seven different tools as well as the options "others" where they could add another tools, and "none of them" for the ones who does not use at all these tools.

The most popular tool was "Canva" selected by 180 respondents.

From the other hand, the second most selected option was "none of them" pointed out by 101 respondents. Looking to the option "others" where people could add other tools, we found only four answers, so that's mean that the ones who does not use any of the proposed tools (101 respondents) are not using at all such tools for creating digital content. This specific result shows that it´s vital to enhance adult learners skills and competences in using digital tools for creating digital content, because the promotion through digital means and the creation of digital content, it's not a future. Indeed, it's already a present.

Following, 56 respondents are using "EverNote", 41 pointed out "SlideShare", and another 40 selected "Fotojet". Moreover, "Piktochart" is used by 29 respondents, while "Videolean" by 26 respondents.

According to the survey result, "Storify" is not so popular tool for creating digital content being selected by only 17 respondents. In addition, as mentioned in the beginning, 4 respondents selected the option "others", so between their answers we found tools such as KineMaster, Adobe Photoshop, Adobe Illustrator.

To conclude, the result of this question shows that there is an urgent need of introducing adult learners working in CCS to digital tools that can help them to promote their work as well as upgrade their digital skills, making them more competitive to the current trends and needs of the markets.
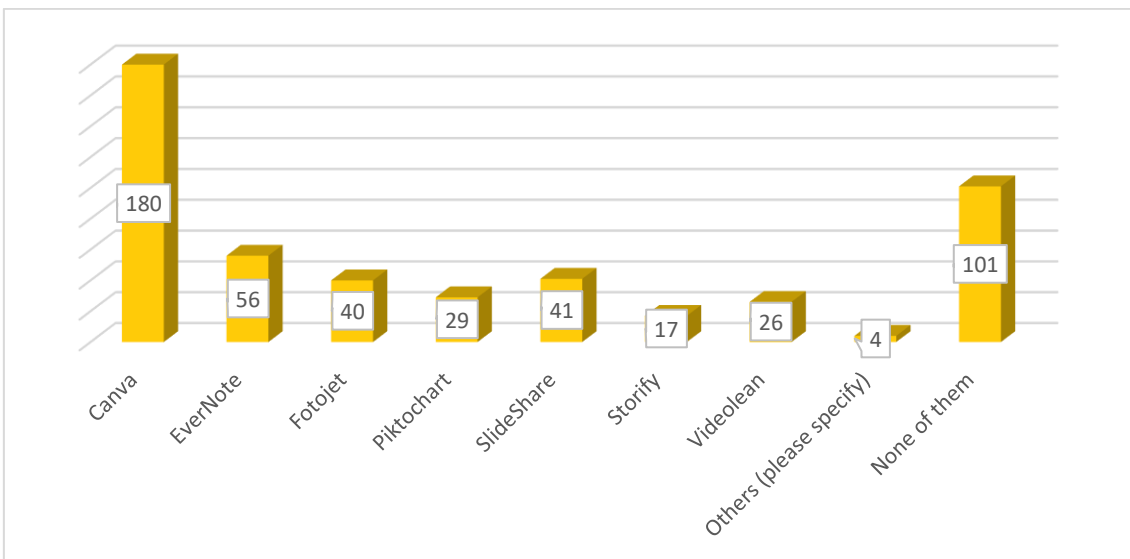


*Figure 19: Tools for creating digital content*

**Know how to protect and sell your own work**

Through this question, the project partners wanted to find out whether the respondents know how to protect and sell their own work, thus, if they are aware of copyright and licensing.

Surprisingly, a majority of them do not know how to do it. In total 269 respondents selected the options "no, but I am interested to know" (168 respondents) and "no, I don't know (101 respondents).

The survey result shows that only 31.38% or 123 respondents know what is copyright and licensing.

Copyright and licensing are complex topics but they are very important nowadays. In order to protect their own work, adult learners need to know how copyright licenses are working, because this is the common and often profitable way for artists to generate income from their work. Moreover, using products and materials without having assigned copyright they can experience also a legal issue, so knowing what are copyright and licences is must for them. Therefore, such information and materials will be provided within the MOOC online courses that the consortium will prepare as well as awareness about the topic will be raised during the events organized by DCM project partners.
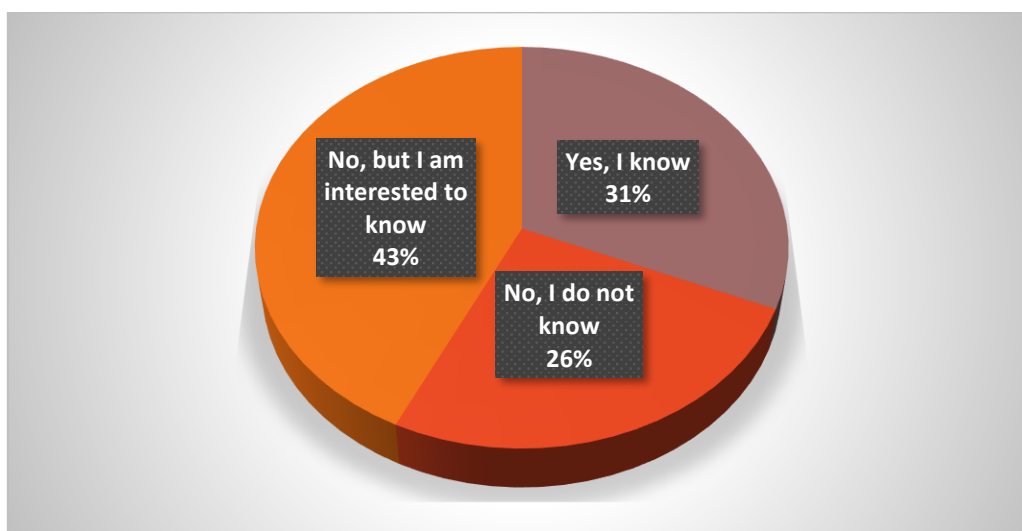


*Figure 20: Know how to protect and sell your own work*

**Meaning of Netiquette**

With the following question we wanted to learn if our survey respondents know what is Netiquette.

Briefly, Netiquette is the need of proper internet etiquette we all need to have when using online communication and different social media channels. Netiquette is one of the dimension include in the five digital competence areas defined by DigComp 2.1 (2017), under the area "communication and collaboration".

Looking at the survey result, a majority of our respondents do not know what is netiquette, in total 299. However, from this 299 respondents, 224 selected the option "no, but I am interested to know", while the other 75 pointed out the option "no, I do not know".

Fortunately, 93 respondents (23,72%) know what is, and they indicated the option "yes, I know and I am following it".

To summarize, the result shows that netiquette still remain unknown for many adult learners working in CCS. However, we should underline that although so many people indicated that they do not know what netiquette is, this does not automatically mean that they do not follow a proper ethic and manners when surfing online and using social media channels. We do not exclude the possibility that such a big proportion of respondents chose that they do not know it, just because the word itself was unknown for them.

Anyway, since our project is guided by the 5 areas of DigComp 2.1, we would like to introduce our target group in each of these areas, ensuring that they know what are the 21 competences and respective proficiency level, corresponding to each of them. Therefore, during DCM activities we will constantly looking for opportunities to raise awareness on the 5 areas of DigComp 2.1, especially to the ones that are more related to the work and practice in CCS of our target group.
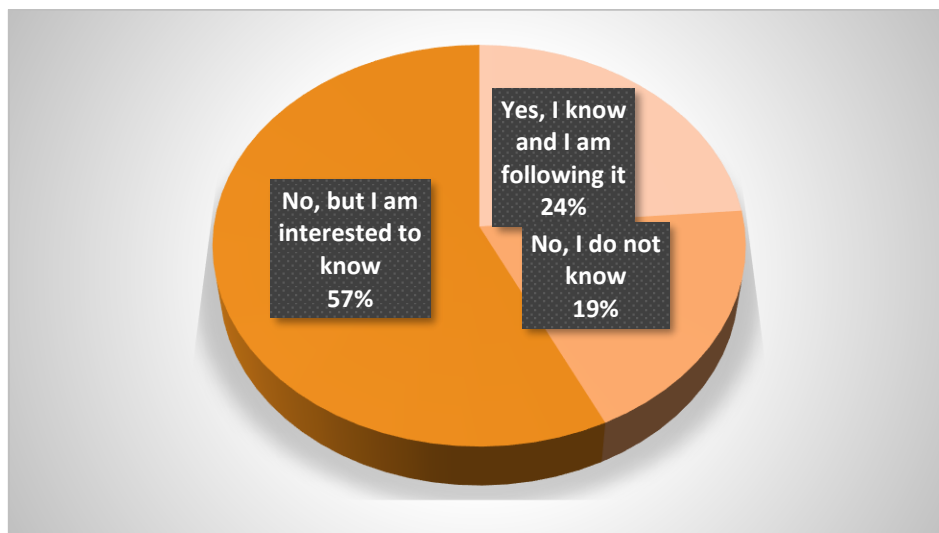


*Figure 21: Know the meaning of Netiquette*

In addition, in the end of our survey, we had an optional box where our respondents could leave their name and e-mail address if they want to get the results of DCM survey. We were very happy to see that more than 70 people requested to receive the survey report once it will be ready, which a is great indicator showing the interest of people about the DCM survey report, and hopefully for its upcoming activities.

# Conclusion and recommendations

As described in the introduction part, the overall objective of this study was to identify the educational needs of cultural and creative sectors adults' learners in terms of digital skills promotion for professional development and social inclusion. The results of the survey will subsequently be used as the basis for the development of the contents of the MOOC courses (Intellectual Output 3) of the project, which will have the aim to upgrade the curriculum of adult learners with low digital skills working in CCS.

A total of 392 adult learners across the five partner countries participated in the survey research, namely Germany, Italy, Bulgaria, Estonia and Spain. More specifically, the vast majority of respondents are in the age range of 18 – 40 (73,21%), thus belonging to the adult and young adult age group, which is relevant for the target of DCM survey.

Furthermore, the survey findings show that there are several gaps of adult learners' knowledge and competences related to current level of preparedness of using digital tools effectively when working in CCS, as well as understanding of how digital competence can support their work and practice in the field.

Consequently, based on the analysis of study´s findings, the following recommendations were made:

- Adult learners should be offered interactive online educational materials that can support their understanding, and enhance their skills and knowledge in the five areas of digital competence defined by DigComp 2.1 (2017), specifically in the areas which are more relevant to the CCS;

- Adult learners have to re-think and explore possible alternatives for sustainable working practices, because the use of digital technology for creation, production, sharing and dissemination of goods and services will increase in the future. Indeed, after COVID-19 new forms of artistic creation and collaboration emerged;

- Adult learners should explore new ways of doing business, developing new revenue models based on digital innovation and new ways of digital distribution formats;

- Adult learners should know how to protect their intellectual property rights, understanding the importance of copyright law and licensing of an artist´s work. Moreover, they should apply different ways to protect their personal data and privacy in the digital environment.

- Adult learners have to be aware that the excessive social media use can lead to the addiction to public approval and negative emotional impact on the person. Therefore, they should know how to protect their health and well-being caused by the used of digital devices and social media.

Co-funded by the
Erasmus+ Programme
of the European Union

# Annex

**[INTRODUCTION TO THE ONLINE SURVEY]**

Welcome to Digital Creative Minds Survey!

We kindly invite you to take part in the "DCM survey for adult learners working in cultural and creative sectors". The overall objective of the study is to identify the educational needs of cultural and creative sectors (CCS) adult learners in terms of digital skills promotion for professional development and social inclusion. This survey has been elaborated in the framework of KA2 Digital Creative Minds (2020-1-DE02-KA227-ADU-007933), project funded by the European Union through Erasmus+ programme.

The results of the survey will be collected and analysed very carefully and the information will be used to define the contents of the MOOC courses (Intellectual Output 3) of the project, which will have the aim to upgrade the curriculum of adult learners with low digital skills working in CCS. This survey will not require names or personal identity and participation in the study is completely anonymous and voluntary. Any information from you will remain confidential. You will not be identified as a study participant in any reports or publications of this study.

Thank you in advance for your cooperation!

**[GENERAL QUESTIONS]**

1. Please indicate your gender

   a. Male
   b. Female
   c. Prefer not to say

2. What is your age group?

   a. 18-30
   b. 31-40
   c. 41-50
   d. 60+

3. In which country do you live?

   a. Bulgaria
   b. Estonia
   c. Germany
   d. Italy
   e. Spain
   f. Other

Co-funded by the
Erasmus+ Programme
of the European Union

4. In which working areas of Cultural and Creative Sectors (CCS) do you work or you are interested to work in? (multiple answers possible)

   a. Museum, galleries and libraries
   b. Music, performing and visual arts
   c. Advertising and marketing
   d. Architecture
   e. Crafts
   f. Design (product, graph and fashion design)
   g. Film, TV, video, radio and photography
   h. IT and computer services software and web/mobile development
   i. Publishing
   j. Tourism
   k. Other (please specify)
   l. None of them


5. What type of organization do you work for?

   a. Public body/institution (e.g. public museum, gallery, library)
   b. University or other educational establishment
   c. Small Medium Enterprise (e.g. art studio, advertising agency, publishing company)
   d. Large enterprise
   e. NGO
   f. Self-employed (Freelancer)
   g. Currently not working
   h. Other (please specify)


6. More specifically, your current occupation is:

   a. Full time
   b. Part time
   c. Volunteer
   d. None of them


7. To what extent has your work, business or practice been affected by the coronavirus (COVID-19) pandemic?

   a. No change
   b. Mild impact
   c. Medium impact
   d. Significant impact

8. How important are digital skills to your daily work in the CCS? (1= not at all; 5= very important)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|   |   |   |   |   |

9. Do you feel now after COVID-19 pandemic that you should improve your digital skills?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

10. Following the five digital competence dimensions defined by DigComp 2.1 (2017), to what extent do you think the following skills are useful in CCS today?

   (1= not at all; 5 = very important)

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Information and data literacy | | | | | |
| Communication and collaboration | | | | | |
| Digital content creation | | | | | |
| Safety | | | | | |
| Problem solving | | | | | |

11. As adult person working in the CCS, which of the following skills you think you should improve?

| Information and data literacy | Communication and collaboration | Digital content creation | Safety | Problem solving |
|---|---|---|---|---|
| Browsing, searching, data filtering, | Interacting through digital technologies | Developing digital content | Protecting devices | Solving technical problems |

| information and digital content | | | | |
|---|---|---|---|---|
| Evaluating data, information and digital content | Sharing through digital technologies | Integrating and re-elaborating digital content | Protecting personal data and privacy | Identifying needs and technological responses |
| Managing data, information and digital content | Engaging in citizenship through digital technologies | Copyright and licences | Protecting health and well-being | Creatively using digital technologies |
| None of them | Collaborating through digital technologies | Programming | Protecting the environment | Identifying digital competence gaps |
| | Netiquette | None of them | None of them | None of them |
| | Managing digital identity | | | |
| | None of them | | | |

12. Which training delivery is more suitable for you in order to improve the skills you lack the most from the above mentioned? (multiple answers possible)

    a. E-learning courses (e.g. MOOCs)
    b. Virtual streaming services (e.g. YouTube)
    c. Virtual trainer-led courses (e.g. webinars)
    d. Face to face learning with experts in the field
    e. Non-formal learning sessions
    f. Work-based learning
    g. Blended learning (both virtual and face-to-face learning)
    h. Other (please specify)

13. Have your ever heard about online courses dedicated to adult learners working in the CCS in your country?

    a. Yes
    b. No

**If yes**, did you attend such online courses?

    a. Yes
    b. No

**If yes**, what did you like the most? What you didn´t like at all? (open question)

14. Do you believe that MOOCs and e-learning courses could improve digital skills for adult learners working in the CCS?

    a. Strongly agree
    b. Agree
    c. Disagree
    d. Strongly disagree

15. Are you interested in participation in an online course, MOOC type, created especially for adult learners working in CCS?

    a. Very interested
    b. Somewhat
    c. Very little
    d. Not at all

16. What information you would be happy to see in such MOOC courses?

    a. online resources on how to re-elaborate and integrate my work with brand new techniques
    b. guidelines for effective communication, interaction and collaboration online
    c. advises on how to protect my device and digital content - online safety
    d. practical information that can help me to innovate and adapt my curriculum
    e. digital tools to run my career online
    f. good practice from other countries on how they support adult learners working in CCS
    g. national and European funding programmes and opportunities
    h. other (please specify)

17. What more you would like to see in MOOC courses, a part of the information provided?

    a. Quiz to evaluate my learning process
    b. Forum where I can discuss with other participants
    c. Videos dedicated to the topics discussed
    d. Periodical online updates useful for adult learners working in CCS
    e. Other (please specify)

**[DCM ADDITIONAL QUESTIONS]**

18. Which of the following tools you use every day for your daily work? (multiple answers possible)

    a. Collaborative tools (e.g. Gmail, Google Drive, Teams, Outlook)
    b. Communication tools (e.g. Slack, Zoom, Google Chat, Skype)
    c. Content management system tools (e.g. WordPress, Prestashop, Drupal)

Co-funded by the
Erasmus+ Programme
of the European Union

d. Project management tools (e.g. Asana, Trello, Monday, Jira)
e. Digital accounting tools (e.g. Sage Accounting, Xero, FreshBooks)
f. Payroll management tools (e.g. Gusto, CuteHR, Onpay)
g. I use all of them on daily basis
h. I have never used such tools

19. Which one of the following tools do you use for creating digital content? (multiple answers possible)

a. Canva
b. EverNote
c. Fotojet
d. Piktochart
e. SlideShare
f. Storify
g. Videolean
h. Others (please specify)
i. None of them

20. Do you know how to protect and sell your own work (copyright and licensing)?

a. Yes, I know
b. No, I do not know
c. No, but I am interested to know

21. Do you know what is netiquette?

a. Yes, I know and I am following it
b. No, I do not know
c. No, but I am interested to know

Thank you for taking the time to fill in this questionnaire. Each response is extremely important to us. If you would like to kept informed of the results of this survey, please leave your contact details:

Name

Email

Your work position/role:

# The End