



Drivers & Active NeTwork for European Citizenship in Vocational Education and Training  
LLP-LdV/PAR/2013/RO/076

SURVEY RESULTS AND CONCLUSIONS

The future of the European Union means major changes for European citizens. Coupled with the fact that technological changes and development offer unprecedented opportunities in education and training, and that individuals nowadays can learn anywhere, at any time, following flexible and individualized pathways, there are now greater opportunities for increasing people's awareness of European citizenship, not only from a historical and geographical standpoint but also as regards their rights, responsibilities, obligations and active participation as citizens of the 28 member states of the EU.

The DANTE consortium seeks to contribute to this process by providing guidelines to learning resources based on the social media environment as well as free open educational resources (OER) that can be used or accessed not only on desktop computers but also on mobile devices, i.e. laptops, iPads or other tablets, and smartphones.

For this reason and as a necessary part of the DANTE project, a survey was carried out by the partners in their respective countries among trainers and others involved in training policy in order to determine their level of familiarity with and usage of social media, online resources and new technologies, as well as their expectations regarding the usefulness thereof as a means of fostering active European citizenship.

In order to achieve uniformity the survey was designed in English using the online Kwiksurveys tool, translated by the partners into their own languages, and set up online by Lawton School who provided each partner with the link to the survey in their language. The survey was conducted, therefore, in Spanish, Greek, Lithuanian, Czech, Slovenian, Romanian and Italian, the results being gathered and collated by Lawton School. As the partnership has two Romanian partners with different characteristics (Chamber of Commerce & Industry Bistrita-Nasaud and Polytechnic University of Bucharest) the survey was carried out separately by each of these institutions, making a total of 8 surveys. The survey consisted of 9 multiple choice questions, as follows:

1. Male or female.
2. Country.
3. Age group.
4. The respondent's relationship with adult education.
5. What tools and media the respondent considers most useful for promoting active European citizenship.

6. Which of the above tools the respondent has used for personal purposes.
7. Which of the above tools do the respondent's students use for personal purposes.
8. Which of the above tools has the respondent used for training purposes.
9. What hardware has the respondent used for training purposes.

(See [Annex 1](#) for full questionnaire)

(See [Annex 2](#) for collated summary of results)

### **Respondents**

A total of 101 respondents completed the questionnaire, of which 62 were female and 39 male (the proportion varying depending on the country/partner).

### **Ages**

19 respondents were under age 30, 77 between 31 and 59, and 6 over 60.

### **Relationship of the respondents with adult education**

A little over half of the respondents (54) were engaged in formal vocational training, 22 in private training enterprises (in Spain 11/17 respondents), 16 in citizens' groups (the highest proportion here being the Slovenian respondents, 5/11), a total of 10 respondents identified themselves as being active in adult education centres and 10 as social workers.

It was to be expected that there would be an overlap, with respondents answering in more than one category, i.e. being involved with adult education in more than one capacity, and this was the case with the respondents from Romania-CCIABN, Spain, Slovenia, Czech Republic and Lithuania.

### **The tools and media considered most useful for promoting active European citizenship**

Game-worlds and Social worlds were by far the lowest scoring media in this case with only 9 and 8 favourable opinions respectively. Over half of the respondents considered that the most valuable resources would be forums and debates, online courses, networking sites, collaborative wikis, communication tools (e.g. email, Skype, messaging etc.). Blogs or microblogs (e.g. Twitter) and content communities (e.g. YouTube) received 32 favourable opinions each.

### **Tools used by the respondent for personal purposes**

Here again game-worlds and social worlds such as Second Life were by far the least used by the respondents. Most used were email and networking sites (surprisingly only 81/101 respondents said they had used email for personal reasons), followed by wikis, content communities, forums, online courses and blogs.

### **Tools used by the respondents' students use for personal purposes.**

Game-worlds and social worlds appeared to be more popular among students, with the highest scoring tools being networking sites and communication tools (email, Skype, messaging etc.) and content communities.

### **Tools used by the respondents for training purposes.**

Although game-worlds and social worlds appeared to be relatively popular among students, they had been used only in isolated cases by trainers. Most used by trainers were communication tools

(email, Skype, messaging etc.) followed by the other tools with very similar scores between 43 and 46, with the exception of blogs and microblogs which had been used by only 28 trainers, notably in Spain (8/17) and Italy (8/13).

#### **Hardware used by the respondents for training purposes.**

Most used were desktops running Windows (79) and laptops running Windows (67). In the case of Mac it was the other way round with only 9 desktops used compared to 17 laptops. As regards tablets, Windows was used by only 4 respondents compared to iPad (13) and Android-based (15). Smartphones used for training were android-based (16), iPhone (12) and Windows-based (9). 26 respondents claimed to have used electronic whiteboards-

#### **CONCLUSIONS**

Needless to say, the choice of web tools and hardware for training purposes involving the development of active participatory European citizenship depends on the definition of the latter and the type of training that is envisaged. As far as hardware is concerned, although on the one hand the use of desktop computers still remains strong, there is a clear tendency towards the use of mobile devices for training.

As regards media and tools, there appears to be little interest in the use of social worlds or game worlds, regardless of their theoretical possibilities. For the rest there is no overriding preference.

As regards what trainers see as most useful and what they and their students use and have used there does not appear to be any great discrepancy. Most noticeable in this respect perhaps is the difference in the figures for networking sites: 59 respondents believe them to be useful whereas 76 use them for personal reasons and the figure for student use of networking sites is 84.

It is noticeable, however, that in all cases the figures for media and tools that respondents believe to be useful, as well as the figures for the tools they use for personal reasons, are higher than the figures they have actually had experience of using for training purposes. Given the ease of use of blogging software it is particularly surprising that only 32 respondents see it as a useful tool and only 28 respondents have made use thereof for teaching.

This survey, though limited in scope, does serve to underline certain key tendencies. Firstly, information and communication technologies are now part of our daily lives and as such are gaining ever more influence in all forms of training and learning. Secondly, there is an abundance of web based tools and media that can be and are being used for both personal and training purposes. Thirdly, there is an increasing trend towards the use of mobile devices. These three tendencies will become increasingly powerful with greater bandwidth, faster processing speeds and cloud-based tools and applications.

The growing ease of communication and abundance of tools and media mean that there are ever more opportunities for training and learning, and in the case of the Dante Project for driving the development of active, participatory European citizenship. On the other hand, care must be taken not to let the use of technology become an end in itself, and to use the tools that are most

appropriate in a given situation, that enable optimum communication of content, and that are most suited to the audience and their abilities.

## Annex\_1

## DANTE QUESTIONNAIRE

Male  Female  
Where do you live in?

- Romania
- Slovenia
- Spain
- Greece
- Lithuania
- Czech Republic
- Italy

3. Age group:  18-30  31- 45  46-60  60+

4. Please tick the boxes below that best describe your situation:

- Trainer/teacher in formal vocational education
- Trainer/teacher in a private enterprise
- Member of a citizen's association
- Member of an informal citizen's group
- Member of pedagogical staff in an adult education centre
- Community facilitator (for mentoring, coaching, etc.)
- Social worker
- Member of a local/regional/national policy-making body.
- Trainer/teacher in an NGO working with people with disabilities

5. Which of the following do you think would be most useful for fostering active European citizenship?

- Collaborative projects (e.g. wikis, Wikipedia)
- Blogs, microblogs, podcasts (e.g. WordPress, Twitter)
- Content communities (e.g. YouTube, Vimeo, DailyMotion)
- Social and/or professional networking sites (e.g. Facebook, Google+, LinkedIn)
- Virtual game-worlds (e.g. World of Warcraft)
- Virtual social worlds (e.g. Second Life)
- Interpersonal communication tools (e.g. email, Skype, FaceTime)
- Online forums, comments, debates (e.g. Disqus, news sites, specialist forums)
- Online learning courses.

6. Which of the following have **YOU** used on a **PERSONAL** basis?

- Collaborative projects (e.g. wikis, Wikipedia)
- Blogs, microblogs, podcasts (e.g. WordPress, Twitter)
- Content communities (e.g. YouTube, Vimeo, DailyMotion)
- Social and/or professional networking sites (e.g. Facebook, Google+, LinkedIn)
- Virtual game-worlds (e.g. World of Warcraft)
- Virtual social worlds (e.g. Second Life)

- Interpersonal communication tools (e.g. email, Skype, FaceTime)
- Online forums, comments, debates (e.g. Disqus, news sites, specialist forums)
- Online learning courses.

7. Which of the following do **YOUR STUDENTS** use on a **PERSONAL** basis?

- Collaborative projects (e.g. wikis, Wikipedia)
- Blogs, microblogs, podcasts (e.g. WordPress, Twitter)
- Content communities (e.g. YouTube, Vimeo, DailyMotion)
- Social and/or professional networking sites (e.g. Facebook, Google+, LinkedIn)
- Virtual game-worlds (e.g. World of Warcraft)
- Virtual social worlds (e.g. Second Life)
- Interpersonal communication tools (e.g. email, Skype, FaceTime)
- I don't know

8. Which of these have you used **FOR EDUCATIONAL OR TRAINING PURPOSES**?

- Collaborative projects (e.g. wikis, Wikipedia)
- Blogs, microblogs, podcasts (e.g. WordPress, Twitter)
- Content communities (e.g. YouTube, Vimeo, DailyMotion)
- Social and/or professional networking sites (e.g. Facebook, Google+, LinkedIn)
- Virtual game-worlds (e.g. World of Warcraft)
- Virtual social worlds (e.g. Second Life)
- Interpersonal communication tools (e.g. email, Skype, FaceTime)
- Online forums, comments, debates (e.g. Disqus, news sites, specialist forums)
- Online learning courses.

9. What hardware devices have you used for TEACHING?

- Windows-based computer
- Mac computer
- Windows-based laptop
- Mac laptop
- Windows-based tablet
- iPad
- Android-based tablet
- Windows-based smartphone
- iPhone
- Android-based smartphone
- Interactive electronic whiteboard

## Annex\_2

## Collated Summary of Survey Results

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SURVEY		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>RESPONDENTS</b>		9	9	13	17	10	8	22	13	101
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>GENDER</b>	Male	1	5	2	5	3	1	14	8	39
	Female	8	3	11	12	8	7	8	5	62
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>AGE</b>	18-30	0	2	3	1	3	1	8	1	19
	31-45	5	6	8	11	1	2	9	6	48
	46-60	4	0	2	2	7	4	4	6	29
	60+	0	1	0	3	0	1	1	0	6
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>TYPES OF RESPONDENTS</b>	Formal VET	7	7	4	5	6	4	18	3	54
	Private enterprise	1	0	4	11	4	1	1	0	22
	Citizen's association	2	0	1	3	5	0	2	3	16
	Informal citizen's group	0	0	0	0	1	1	0	0	2
	Adult education centre	1	1	1	3	2	1	0	1	10
	Community facilitator	0	0	0	0	1	1	0	1	3
	Social worker	0	0	2	1	1	0	3	3	10
	Policy-making body	1	1	0	0	2	1	1	2	8
	Disabilities NGO	1	0	1	0	1	0	0	0	3
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>BEST TOOLS TO FOSTER ACTIVE EUROPEAN CITIZENSHIP (respondents' opinions)</b>	Collaborative wikis	5	5	7	11	4	5	16	5	58
	Blogs, microblogs	3	2	0	11	1	0	10	5	32
	Content communities	2	3	3	7	2	2	11	2	32
	Networking sites	5	2	5	12	4	6	13	12	59
	Game-worlds	0	2	1	2	2	0	2	0	9
	Social worlds	0	1	1	1	1	0	4	0	8
	Communication tools	4	4	5	6	5	6	17	10	57
	Forums, debates	6	5	7	15	6	5	14	5	63
	Online courses	6	7	8	12	8	4	11	4	60
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>TOOLS THAT RESPONDENTS HAVE USED FOR PERSONAL REASONS</b>	Collaborative wikis	2	4	5	9	5	5	15	5	50
	Blogs, microblogs	2	2	3	12	4	0	11	6	40
	Content communities	2	4	5	8	6	5	15	5	50
	Networking sites	7	5	10	14	5	8	17	10	76
	Game-worlds	0	0	0	0	0	0	5	1	6
	Social worlds	0	0	2	0	0	0	3	0	5
	Communication tools	6	6	12	9	11	7	19	11	81
	Forums, debates	7	3	7	8	4	5	16	5	55
	Online courses	2	6	7	8	3	2	12	2	42
		BN	BU	EL	ES	SI	LT	CZ	IT	TOTAL
<b>TOOLS THAT</b>	Collaborative wikis	0	6	1	5	3	4	11	0	30

<b>RESPONDENTS'</b>	Blogs, microblogs	4	4	3	12	1	2	9	6	41
<b>STUDENTS</b>	Content communities	3	7	5	9	5	6	15	6	56
<b>USE FOR</b>	Networking sites	9	8	11	14	9	7	16	10	84
<b>PERSONAL</b>	Game-worlds	2	5	3	1	2	0	7	0	20
<b>REASONS</b>	Social worlds	2	3	3	0	0	1	4	0	13
	Communication tools	7	6	9	11	4	5	14	9	65
	Don't know	0	0	2	2	2	2	6	3	17
		<b>BN</b>	<b>BU</b>	<b>EL</b>	<b>ES</b>	<b>SI</b>	<b>LT</b>	<b>CZ</b>	<b>IT</b>	<b>TOTAL</b>
<b>TOOLS THAT</b>	Collaborative wikis	1	6	4	6	5	5	15	3	45
<b>RESPONDENTS</b>	Blogs, microblogs	1	1	3	8	1	2	4	8	28
<b>HAVE USED FOR</b>	Content communities	2	3	4	8	5	4	13	4	43
<b>TEACHING</b>	Networking sites	4	2	8	7	2	3	8	11	45
	Game-worlds	0	0	2	0	0	1	0	0	3
	Social worlds	0	1	1	0	0	1	1	0	4
	Communication tools	4	3	10	7	5	6	11	11	57
	Forums, debates	4	1	7	7	5	5	10	4	43
	Online courses	2	6	10	9	1	5	10	3	46
		<b>BN</b>	<b>BU</b>	<b>EL</b>	<b>ES</b>	<b>SI</b>	<b>LT</b>	<b>CZ</b>	<b>IT</b>	<b>TOTAL</b>
<b>HARDWARE THAT</b>	Windows computer	8	7	9	14	7	6	21	7	79
<b>RESPONDENTS</b>	Mac computer	0	0	0	7	0	0	0	2	9
<b>HAVE USED FOR</b>	Windows-based laptop	6	9	8	9	6	5	13	11	67
<b>TEACHING</b>	Mac laptop	0	0	0	9	3	2	1	2	17
	Windows-based tablet	0	1	0	0	1	1	0	1	4
	iPad	1	1	2	6	0	1	2	0	13
	Android-based tablet	0	2	3	4	0	0	3	3	15
	Windows smartphone	0	1	0	1	1	1	3	2	9
	iPhone	0	1	0	7	1	1	2	0	12
	Android smartphone	0	1	0	3	1	1	5	5	16
	Interactive whiteboard	1	3	6	1	1	5	9	0	26