



No One  
Behind

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Erasmus+ Strategic Partnership - 2020-1-RO01-KA204-079988

# NO ONE BEHIND

## EXECUTIVE SUMMARY

The Erasmus+ project "No One Behind" aims to improve the digital competences of adults who live in rural areas and motivate them to start learning activities.

Increasing the level of knowledge of digital skills is important in the European panorama that is characterized by a considerable gap in citizens' digital life.

Acquiring digital competences reduces the risk of social exclusion that is affecting especially adults. In fact, our society is increasingly digitized, and it is necessary to enable people become "digitally competent citizens". This is important so as they improve their quality of life by accessing online services, increasing their social inclusion, and accessing new job opportunities.

To achieve its goals, the NO ONE BEHIND project will operate in the following directions:

- Create an innovative methodology for teaching digital and ICT skills to adults living in rural areas;
- Elaborate a training manual constituted by 5 modules based on the 5 areas of competence presented in the DigComp;
- Establish a board game that will make the training in digital skills more interesting and engaging for the learners.



The consortium of NO ONE BEHIND is composed of seven partners from six EU countries:

- Agentia pentru Dezvoltare Regionala Nord-Est - NERDA (Romania);
- EUROCREA MERCHANT SRL (Italy);
- INOVA+ INNOVATION SERVICES, SA (Portugal);
- Asociatia de Dezvoltare Locala ECO LAND (Romania);
- IDEC S.A. (Greece);
- European E-learning Institute (Denmark);
- ATERMON B.V. (Netherlands).

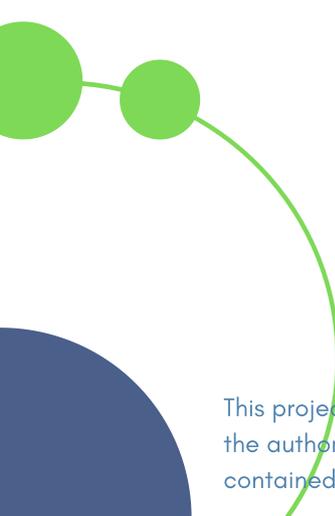
In order to develop effective products that can respond to the adults' needs, in the first stage of the project the partners conducted a preliminary analysis of the target group and the context of the project.

Partners have carried out survey research and desk research that are the basis of the intellectual outputs of the project.

The consortium has produced **two detailed reports** in order to interpret the surveys and desk research.

## **SURVEY ANALYSIS**

Although before the start of the project the research has been carried out, the partners have conducted further analysis because there are no data specifically referring to the level of digital competences of adults living in rural areas in relation to **DigComp 5 areas of competences** (information processing, communication, content creation, security and problem solving).



Two surveys were carried out to assess an existing gap: a questionnaire to determine the level of digital competences in adult learners and a questionnaire for adult educators and stakeholders to examine what they think about digital competences for their learners.

The project partners, with the exception of Atermon (the technical partner), conducted the survey analysis between 14th January 2021 and 5th February 2021. In total **148 adult learners and 158 adult educators and stakeholders** from 5 European countries took part in the survey. Each partner has distributed the questionnaires to the target groups in their national language, Except for Denmark, that has distributed the questionnaires in English.

The analysis of the questionnaires show that adult learners interviewed are more qualified in the area of competences that relate to the general use of the online environment, so the skills in which adults feel most capable are browsing, interacting through digital technologies, sharing through digital technologies etc. With respect to the DigComp, these skills are contained in the areas of Information and Communication. Statistics detect a low level of knowledge in digital skills that are more "specific": content creation and problem-solving have a low weighted average compared to other areas of competences. This could be an obstacle for the world of work, where the skills required have become increasingly technical and adults are not enough prepared and competitive. In general, Greece, Romania and Italy have the lowest average of digital competences between adults, while Denmark has the highest one. The same panorama also emerges from the desk research, where the digital gap between these countries is clearly visible.

Adult educators and stakeholders are in line with the results of the first survey, in fact, they consider information and communication as the most important area of competences for adult learners.

The survey results show that a **significant difference between European countries exists** and confirm a gap in the knowledge of digital competences in relation to DigComp areas of competences. A significant challenge will be to explain the importance of "technical" digital skills to both target groups. Many competences seem useless in the everyday life to most people, but they should understand how important they really are.

## DESK RESEARCH ANALYSIS

Alongside the survey research, all project partners have conducted desk research in order to provide relevant data regarding the penetration of digital competences in the partners' countries.

As already shown in the survey analysis, desk research has also recorded a large gap in digitization between the countries examined; Denmark and the Netherlands are highly advanced in the digital field and in the European ranking (DESI index) among the most digitalized EU countries. At the same time, Greece, Romania, Portugal and Italy are at the bottom of the European ranking and they still have much to do before to become digitally efficient countries.

Denmark and the Netherlands have a uniform distribution of digital competences, which reach a good level even in the sections of the population that in the other EU countries are less prepared, such as adults. The other countries, on the other hand, although they generally have a good level among the youngest, have greater difficulties with adults, who have very low levels of knowledge of digital skills compared to other age groups. In addition, these countries continue to have a huge territorial diversity that contributes to the different level of digitization.

On the other hand, Denmark and the Netherlands are predominantly urban countries and they don't present the problem that other countries have, or in any case only marginally. Adults therefore living in rural areas are the most exposed to the lack of digital competences. Although these countries have implemented policies in this direction, much work remains to be done.

The "NO ONE BEHIND" project represents an opportunity to improve the education and training of adults living in rural areas' in order to improve their condition of life by improving their digital skills.