Digital Solutions for Trainers and Educators (DIGISOL)

ERASMUS PLUS PROJECT: 2019-1-LV01-KA202-060434

Trainers' Self-assessment Questionnaire and Training Participants' Assessment Questionnaire on Adult Educator's ICT Competences

Analysis and presentation of the results of the survey in Estonia

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Trainers' and Learners' Assessment Questionnaire Results
Tartu VEC prepared summary of collected answers

INTRODUCTION

There are three countries and four schools that participate in DigiSol project - Estonia, Latvia and Germany. International project DigiSol main purpose is to evaluate teachers and adult trainers digital skills and to develop them further.

To evaluate educators digital skills two questionnaires were formed - one for teachers and trainers for them to rate their use of digital tools when teaching classes or courses. The other questionnaire is for learners to evaluate how often have teachers/trainers used the same digital tools.

The results of both questionnaires give us the basis for new online course for teachers and trainers, so they could develop their skills or to become a custom to use digital tools in training.

Questionnaire for trainers and teachers were sent in April the third and answers were accepted until 17th of April. 103 respondents from Tartu Vocational Education Centre; Tartu VEC Training Centre; Tartu Adult Secondary School; Tartu Folk High School; Association of Estonian Adult Educators Andras and Trainers Club answered the questionnaire.

Trainers/teachers age were divided into 4 groups:

18,45% of respondents were 29-39 years of age;

26,21% of respondents were 40-49 years of age;

33,98% of respondents were 50-59 years of age;

21,36% of respondents were 60-72 years of age.

Trainers/teachers work experience was also divided into 4 groups:

 22,33% of respondents had work experience 1-8 years;

 39,81% of respondents had work experience 10-19 years;

 22,33% of respondents had work experience 20-29 years;

 15,53% of respondents had work experience 30-48 years.

Questionnaire for students were sent in 27th of March and answers were accepted until 17th of April. 100 respondents from Tartu Vocational Education Centre; Tartu VEC Training Centre and Tartu Adult Secondary School answered the questionnaire.

Students age were divided into 5 groups:

29% of respondents were 16-29 years of age;

22% of respondents were 30-39 years of age;

20% of respondents were 40-49 years of age;

4% of respondents were 62-75 years of age.

Students highest level of formal educational stages were subdivided as follows:
1. University degree - 40% of all respondents had a University degree.
2. Secondary school diploma - 43% of learners had finished secondary school.
3. Primary school diploma - 16% of respondents had finished primary school.
4. I haven't completed any kind of formal education - 1% of students have not completed any kind of formal education.

TRAINERS QUESTIONNAIRE

84,4% of our teachers and trainers strongly agree and 9,7% of respondents agree, that they do use their computer for personal use. 57,3% strongly agreed and 36,9% agreed of using computer for teaching purposes and only 4,8% of educators do not use their computer for teaching.

Reasons why teachers/trainers use ICT tools are the following:
1. To prepare materials and presentations - 61,1% answered always and 36% sometimes. Only 2,9% of respondents answered that they never use or rarely use ICT tools for preparing materials for learners.
2. Use of presentations when teaching - 60,2% use ICT for showing presentations always and 27,2% use it sometimes. 12,6% of respondents use ICT for presentations rarely or never.
3. To find information - 70,9% use always and 29,1% use sometimes ICT tools.
4. For creating digital content ICT tools are being used 38% of the times always and 40,7% sometimes. 21,3% do not use ICT for digital content at all or rarely use it.
5. Interacting with students ICT tools are being used 36,9% of the times always and 52,4% use it sometimes. 10,7% of teachers use ICT tools rarely for communication with students.
6. ICT tools for document sharing are being used always for 54,3% and 39% of cases sometimes, 6,7% of respondents use it rarely.
7. For giving and receiving feedback ICT tools are being used always 28,1% and 41,7% of teachers use them sometimes. 27,2% of respondents use ICT rarely and 3% do not use it ever.

ICT tools that the learners have been using are the following:
1. Searching the internet for information - 25,2% of students use internet always and 66% use it sometimes. 8,7% of students use internet rarely.
2. For collaboration in work projects ICT tools are being used always in 12,6% in learners, 54,4% sometimes, 26,2% rarely and 6,8% never.
3. Feedback and self-assessment - ICT tools are being used in this case 18,6% always, 40,2% sometimes, 36,3% rarely and 4,9% never.
4. For project making ICT tools are used by learners 50,5% sometimes and 28,2% learners use it always. 21,3% of respondents use ICT for projects rarely or never.
5. Sharing documents and fails - 38,8% of learners used ICT tools for sharing documents always, 46,6% of students used ICT tools sometimes and 14,6% used it rarely or never.

Teachers rated their skills of using ICT tools as follows:
1. 38% of teachers and trainers strongly agreed that they have the skills to install or download new software, 40,7% agreed that they know how to install and download and only 21,3% of all respondents answered that they do not agree or strongly disagree.
2. 46,1% of respondents strongly agreed that they know how to add a shared folder and 36,3% agreed that they have that skill. 17,6% answered that they disagree or strongly disagree of having that skill.
3. Logging in to a online platform - 67% strongly agreed that they have the knowledge to log in to a online platform and 25,2% agreed to it. 7,8% disagreed or disagreed strongly that they know to log in to online platforms.
4. 25,5% of respondents strongly agreed to have the knowledge to solve technical problems, 40,2% agreed to know how to solve technical problems, 30,4% disagreed to know how to solve them and 3,9% of respondents strongly disagreed to it.

Respondents had undergone ICT-related training covering the following topics:
1. Computer literacy - 73,8% of educators have that knowledge;
2. Using online presentation tools - 48,5% have that skill;
3. Security and safety risks using the Internet - 62,1% know the risks;
4. Using online cloud storage for file sharing - 34% know how to use that skill;
5. Using online databases - 32% are using online databases;
6. Using webinars - 27,2% uses webinars;
7. None - 13,6% have not partake in any course or training.

Cloud Storage of online files to share tutorials with students are being used as follows:
1. Trello - 80,6% of respondents do not use at all, 4,8% use it always and 2% agree to using it but 12,6% disagree of using that tool.
2. One Drive - 26,5% strongly agree of using it, 27,5% agree to using it, 6% disagree to using it and 40,2% strongly disagree to using it.
3. Google Drive - 67% strongly agree to using it, 25,2% agree to using it, 7,8% disagree or strongly disagree to using Google Drive.
4. Padlet - 22,3% strongly agree to using it, 14,6% agree to using it, 17,5% disagree and 45,6% strongly disagree to using Padlet.
5. Other - 21,3% strongly agree to using other tools, 9,7% agree to using them, 19,5% disagree and 49,5% strongly disagree to other tools.

Online Collaboration tools that promote student collaboration are used as follows:
1. Facebook - 26,5% strongly agree to using Facebook, 26,5% agree to it, 15,7% disagree to using Facebook and 31,3% strongly disagree to it.
2. Slack - 0,9% agree to using Slack, 8,8% disagree to using Slack and 90,3% strongly disagree to it.
3. Kahoot - 22,5% strongly agree to using Kahoot, 20,6% agree to it, 10,8% disagree to using Kahoot and 46,1% strongly disagree to it.
4. Padlet - 16,6% strongly agree to using Padlet, 14,7% agree to it, 12,7% disagree to using Padlet and 56% strongly disagree to it.
5. Other - Other - 25,2% strongly agree to using other tools, 14,6% agree to using them, 9,7% disagree and 50,5% strongly disagree to other tools.

Use of Social media in the learning process to communicate with students are being used as follows:
1. Facebook - 35% strongly agree to using Facebook, 25,2% agree to it, 12,6% disagree to using Facebook and 27,2% strongly disagree to it.
2. Youtube - 15,5% strongly agree to using Youtube, 16,5% agree to it, 15,5% disagree to using Youtube and 52,5% strongly disagree to it.
3. Skype - 26,2% strongly agree to using Skype, 21,3% agree to it, 14,5% disagree to using Skype and 38% strongly disagree to it.
4. Other - 17,4% strongly agree to using other tools, 14,6% agree to using them, 14,6% disagree and 53,4% strongly disagree to other tools.

Online calendars and communications tools to schedule classroom activities or collaborate with other classes are being used as follows:
1. Google calendar - 22,4% strongly agree to using Google calendar, 22,4% agree to it, 6,7% disagree to using Google calendar and 48,5% strongly disagree to it.
2. Outlook calendar - 9,7% strongly agree to using Outlook calendar, 11,6% agree to it, 9,7% disagree to using Outlook calendar and 69% strongly disagree to it.
3. Doodle - 14,6% strongly agree to using Doodle, 15,5% agree to it, 8,7% disagree to using Doodle and 61,2% strongly disagree to it.

4. Other - 5,8% strongly agree to using other tools, 3,9% agree to using them, 10,7% disagree and 79,6% strongly disagree to other tools.

E-learning environment to organize learning process are being used as follows:
1. Moodle - 53,4% strongly agree to using Moodle, 22,4% agree to it, 11,6% disagree to using Moodle and 12,6% strongly disagree to it.
2. Coursera - 1,9% strongly agree to using Coursera, 2,9% agree to it, 7,8% disagree to using Coursera and 87,4% strongly disagree to it.
3. Skype - 22,4% strongly agree to using Skype, 9,7% agree to it, 15,5% disagree to using Skype and 52,4% strongly disagree to it.
4. Claroline - 8,8% disagree to using Claroline and 91,2% strongly disagree to it.
5. Other - 25,2% strongly agree to using other tools, 6% agree to using them, 10,7% disagree and 58,2% strongly disagree to other tools.

Mobile devices in learning to support interactive learning activities are used as follows:
1. Tablets - 28,1% strongly agree to using tablets, 21,4% agree to using them, 21,4% disagree and 29,1% strongly disagree to using tablets.
2. Smartphones - 55,3% strongly agree to using smartphones, 24,3% agree to using them, 4,9% disagree and 15,5% strongly disagree to using tablets.

To organize Webinars on the Internet that can also be attended remotely educators use different platforms as follows:
1. Microsoft Teams - 7,8% strongly agree to using Microsoft Teams, 4,9% agree to it, 12,6% disagree to using Microsoft Teams and 74,7% strongly disagree to it.
2. Skype - 27,2% strongly agree to using Skype, 18,4% agree to it, 9,7% disagree to using Skype and 44,7% strongly disagree to it.
3. Zoom - 33% strongly agree to using Zoom, 16,5% agree to it, 6,8% disagree to using Zoom and 43,7% strongly disagree to it.
4. Other - 14,6% strongly agree to using other tools, 9,7% agree to using them, 8,7% disagree and 67% strongly disagree to other tools.

Web-based data visualization and infographics platforms to make digital charts and infographics are being used as follows:
1. Infogram - 6,8% strongly agree to using Infogram, 4,9% agree to it, 5,8% disagree to using Infogram and 82,5% strongly disagree to it.
2. Piktochart - 4,9% strongly agree to using Piktochart, 1,9% agree to it, 6,8% disagree to using Piktochart and 86,4% strongly disagree to it.
3. Other - 10,7% strongly agree to using other tools, 5,8% agree to using them, 6,8% disagree and 76,7% strongly disagree to other tools.

Online presentation tools to make interactive presentations for lectures are being used by teachers as follows:
1. Prezi.com - 16,5% strongly agree to using Prezi, 16,5% agree to it, 8,7% disagree to using Prezi and 58,3% strongly disagree to it.
2. Mentimeter - 13,7% strongly agree to using Mentimeter, 8,8% agree to it, 9,8% disagree to using Mentimeter and 67,7% strongly disagree to it.
3. Zeetings - 6,8% strongly agree to using Zeetings, 3,9% agree to it, 10,7% disagree to using Zeetings and 78,6% strongly disagree to it.
4. Biteable - 3,9% strongly agree to using Biteable, 1,9% agree to it, 10,7% disagree to using Biteable and 83,5% strongly disagree to it.
5. Infogram - 1,9% strongly agree to using Infogram, 5,8% agree to it, 7,7% disagree to using Infogram and 84,5% strongly disagree to it.

6. Piktochart - 2,9% strongly agree to using Piktochart, 2,9% agree to it, 8,8% disagree to using Piktochart and 85,4% strongly disagree to it.
7. Other - 10,7% strongly agree to using other tools, 0,9% agree to using them, 8,8% disagree and 79,6% strongly disagree to other tools.

Teachers and trainers considered the following risks to threaten cyber security:
1. Data protection - 40,8% strongly agree that unprotected data is a risk, 45,6% agree to it, 11,7% disagree to that statement and 1,9% strongly disagree to it.
2. Security risks (malware, viruses, hacking social engineering) - 62,1% strongly agree that it is a risk, 32% agree to it, 4,9% disagree to that statement and 1% strongly disagree that malware, viruses etc are a threat to cyber security.
3. Securing data - 40,8% strongly agree that it is a risk, 44,6% agree to it, 7,8% disagree to that statement and 6,8% strongly disagree that security data is a threat to cyber security.
4. Copyrights - 36,9% strongly agree that it is a risk, 39,8% agree to it, 15,5% disagree to that statement and 7,8% strongly disagree that unprotected copyrights are a threat to cyber security.

Teachers and trainers have been raised their students' awareness about the following:
1. Data protection - 28,1% strongly agree that they have raised students awareness about that, 46,6% agree to it, 15,5% disagree to that statement and 9,8% strongly disagree to it.
2. Security risks - 25,2% strongly agree they have raised students knowledge about security risks, 44,7% agree to it, 21,4% disagree that they have raised awareness and 8,7% strongly disagree to it.
3. Copyrights - 37,9% strongly agree they have raised students knowledge about copyrights, 38,8% agree to it, 13,6% disagree to that statement and 9,7% strongly disagree that they have not raised student awareness about copyrights.
4. Securing data - 19,4% strongly agree they have raised students knowledge about security data, 43,7% agree to it, 27,2% disagree to that and 9,7% strongly disagree that they have raised students awareness about security data.

Teachers and trainers believe that their knowledge about security risks will be improved by:
1. Better awareness about cyber risks - 49,5% strongly agree their knowledge about security risks will be improved by raising awareness, 46,6% agree to it, 2,9% disagree that it will improve their knowledge about security risks and 0,9% strongly disagree to it.
2. Advanced antivirus software - 45,6% strongly agree their knowledge about security risks will be improved by antivirus software, 42,8% agree to it, 8,7% disagree that it will improve their knowledge about security risks and 2,9% strongly disagree to it.
3. Information security guidelines - 39,8% strongly agree their knowledge about security risks will be improved by more information, 49,5% agree to it, 7,8% disagree that it will improve their knowledge about security risks and 2,9% strongly disagree to it.
4. Training about cyber security and digitization - 43,7% strongly agree their knowledge about security risks will be improved by training, 46,6% agree to it, 7,8% disagree that it will improve their knowledge about security risks and 1,9% strongly disagree to it.

LEARNERS QUESTIONNAIRE

Attending an adult learning or VET course respondents answered as follows:
1. 85% of learners have attended adult learning or VET course and 15% have not.

Learners paid attention to following aspects when they attended courses:
1. Organization of the course - 79% of learners paid attention to how courses are organized.
2. Use of interactive methods - 62% of all respondents pay more attention to the methods that are being used.
3. Use of digital tools - 62% of learners pay attention to digital tools that are being used in trainings.

When choosing a VET course learners considered following aspects to be most relevant:
1. Quality of teaching - 76% of respondents chose teaching quality to be most relevant.
2. Interaction between learners and trainers - 67% of learners thought interaction to be most relevant.
3. Interaction between learners - 22%
4. Adequate learning materials - 81% considered learning materials most important.
5. Possibility of developing new competencies and skills at my workplace - 71% of respondents would pay more attention to that when choosing a VET course.
6. ICT availability in the premises of VET and adult education institutions - 48% of learners considered the most important aspect to have access to ICT tools.

Students believe that organization of the course will improve by using ICT tools:
1. 32% strongly agree to that statement, 60% of students agree that courses could be improved by using ICT tools. However 6% do not agree and 2% strongly disagree.

Trainers use ICT for following purposes:
1. To show presentations during their lectures - 41% of learners answered that trainers always use ICT for presentations, 52% think they use ICT sometimes and 7% answered rarely.
2. To offer additional information and resources from the Internet - 20% of students answered that trainers always use ICT for offering additional information from the internet, 64% sometimes is ICT used for that, 15% answered rarely and 1% never.
3. To offer digital content for learners' use - 21% of learners answered that trainers always use ICT to offer digital content, 55% think they use ICT sometimes and 23% answered rarely, however 1% answered never.
4. To communicate with students - 15% of respondents answered that trainers always use ICT to communicate, 39% say that trainers sometimes use ICT for communication, 40% answered that ICT tools are being used rarely and 5% never.
5. To share documents and files with students - 26% of respondents say that trainers always use ICT tools for sharing documents etc, 57% responded sometimes and 17% rarely.
6. To get feedback from students - 23% of learners answered that trainers use always ICT to get feedback, 42% said sometimes, 33% answered rarely and 2% said that trainers have never used ICT tools to get feedback from them.
7. To work with an online learning platform (such as Moodle) - 16% of learners answered that trainers always use ICT tools to work with online platform, 45% answered sometimes, 35% said that ICT was used rarely for work with online platform and 4% said never.

Trainers use Cloud Storage of online files to share tutorials with students as follows:
1. Trello - 1% of learners strongly agreed that trainers/teachers used Trello, 3% agreed that Trello was used, 31% disagreed that Trello was used and 65% answered that they strongly disagreed that Trello was used.
2. One Drive - 16% of learners strongly agreed that trainers/teachers used One Drive, 27% agreed that One Drive was used, 3% disagreed that One Drive was used and 27% answered that they strongly disagreed that One Drive was used.
3. Google Drive - 43% of learners strongly agreed that trainers/teachers used Google Drive, 45% agreed that Google Drive was used, 5% disagreed that Google Drive was used and 7% answered that they strongly disagreed that Google Drive was used.
4. Padlet - 8% of learners strongly agreed that trainers/teachers used Padlet, 10% agreed that Padlet was used, 31% disagreed that Padlet was used and 51% answered that they strongly disagreed that Padlet was used.
5. Other - 15% strongly agree to using other tools, 18% agree to using them, 32% disagree and 35% strongly disagree to other tools.

To promote student collaboration following online collaboration tools were used:
1. Facebook - 15% of learners strongly agreed that teachers or trainers use Facebook for collaboration among students, 38% of students agreed to that, 20% disagreed and 26% strongly disagreed.
2. Slack - 5% of learners strongly agreed that trainers/teachers used Slack, 4% agreed that Slack was used, 28% disagreed that Slack was used and 63% answered that they strongly disagreed that Slack was used.
3. Kahoot - 10% of learners strongly agreed that trainers/teachers used Kahoot, 24% agreed that Kahoot was used, 23% disagreed that Kahoot was used and 43% answered that they strongly disagreed that Kahoot was used.
4. Padlet - 7% of learners strongly agreed that trainers/teachers used Padlet, 18% agreed that Padlet was used, 21% disagreed that Padlet was used and 54% answered that they strongly disagreed that Padlet was used.
5. Other - 13% strongly agree to using other tools, 12% agree to using them, 27% disagree and 47% strongly disagree to other tools.

Trainers have used social media for communication in the learning process as follows:
1. Facebook - 17% of learners strongly agreed that teachers or trainers use Facebook for communication, 35% of students agreed to that, 11% disagreed and 36% strongly disagreed.
2. Youtube - 13% of learners strongly agreed that teachers or trainers use Facebook for communication, 30% of students agreed to that, 18% disagreed and 39% strongly disagreed.
3. Skype - 57% of learners strongly agreed that teachers or trainers use Facebook for communication, 24% of students agreed to that, 20% disagreed and 41% strongly disagreed.
4. Other - 18% strongly agree to using other tools, 17% agree to using them, 21% disagree and 44% strongly disagree to other tools.

Trainers/teachers use online calendars and communicational tools for classroom activities scheduling or for collaboration with other classes as follows:
1. Google calendar - 12% of learners strongly agreed that trainers/teachers used Google calendar, 26% agreed that Google calendar was used, 21% disagreed that Google calendar was used and 41% answered that they strongly disagreed that Google calendar was used.
2. Outlook calendar - 6% of learners strongly agreed that trainers/teachers used Outlook calendar, 16% agreed that Outlook calendar was used, 28% disagreed that Outlook calendar was used and 50% answered that they strongly disagreed that Outlook calendar was used.

3. Doodle - 7% of learners strongly agreed that trainers/teachers used Doodle, 15% agreed that Doodle was used, 28% disagreed that Doodle was used and 50% answered that they strongly disagreed that Doodle was used.
4. Other - 9% strongly agree to using other tools, 6% agree to using them, 30% disagree and 55% strongly disagree to other tools.

Trainers and teachers used e-learning environments for organisation of the learning process as follows:
1. Moodle - 49% of respondents strongly agreed that trainers use Moodle as a e-learning environment, 28% agreed that Moodle was used, 8% disagreed that teachers used Moodle and 14% strongly disagreed with that.
2. Coursera - 3% of respondents agreed that trainers used Coursera as an e-learning environment, 30% disagreed that teachers used Coursera and 66% strongly disagreed with that.
3. Skype - 9% of respondents strongly agreed that trainers use Skype as an e-learning environment, 24% agreed that Skype was used, 16% disagreed that teachers used Skype and 50% strongly disagreed with that.
4. Claroline - 3% of respondents agreed that trainers use Claroline as an e-learning environment, 25% disagreed that teachers used Claroline and 71% strongly disagreed with that.
5. Other - 10% strongly agree to using other tools, 6% agree to using them, 24% disagree and 59% strongly disagree to other tools.

Teachers and trainers use mobile devices in learning to support interactive learning activities as follows:
1. Tablets - 17% of learners strongly agreed that trainers/teachers used tablets, 31% agree with that, 19% disagree that tablets are used and 32% strongly disagree with that.
2. Smartphones - 25% of learners strongly agreed that trainers/teachers used smartphones, 42% agree with that, 15% disagree that tablets are used and 18% strongly disagree with that.

Teachers and trainers used webinars to organize seminars on the Internet as follows:
1. Microsoft teams - 5% of respondents strongly agreed that trainers use Microsoft teams for seminars, 14% agreed that Microsoft teams was used, 21% disagreed that teachers used Microsoft teams and 60% strongly disagreed with that.
2. Skype - 14% of respondents strongly agreed that trainers use Skype for seminars, 30% agreed that Skype was used, 16% disagreed that teachers used Skype and 40% strongly disagreed with that.
3. Zoom - 9% of respondents strongly agreed that trainers use Zoom for seminars, 24% agreed that Zoom was used, 16% disagreed that teachers used Zoom and 51% strongly disagreed with that.
4. Other - 10% strongly agree to using other tools, 11% agree to using them, 22% disagree and 57% strongly disagree to other tools.

Trainers and teachers use Web-based data visualization and infographics platforms as follows:
1. Infogram - 2% of respondents strongly agreed that trainers use Infogram for digital chart making, 16% agreed that Infogram was used, 30% disagreed that teachers used Infogram and 52% strongly disagreed with that.
2. Piktochart - 2% of respondents strongly agreed that trainers use Piktochart for digital chart making, 15% agreed that Piktochart was used, 29% disagreed that teachers used Piktochart and 54% strongly disagreed with that.
3. Other - 5% strongly agree to using other tools, 8% agree to using them, 27% disagree and 60% strongly disagree to other tools.

Teachers and trainers have used online presentation tools as follows:
1. Prezi.com - 8% of respondents strongly agreed that trainers use Prezi for online presentation, 16% agreed that Prezi was used, 28% disagreed that teachers used Prezi and 48% strongly disagreed with that.
2. Mentimeter - 1% of respondents strongly agreed that trainers use Mentimeter for online presentation, 12% agreed that Mentimeter was used, 28% disagreed that teachers used Mentimeter and 59 % strongly disagreed with that.
3. Zeetings - 1% of respondents strongly agreed that trainers use Zeetings for online presentation, 10% agreed that Zeetings was used, 29% disagreed that teachers used Zeetings and 60% strongly disagreed with that.
4. Biteable - 12% of respondents agreed that trainers use Biteable for online presentation, 27% disagreed that teachers used Biteable and 61% strongly disagreed with that.
5. Infogram - 3% of respondents strongly agreed that trainers use Infogram for online presentation, 9% agreed that Infogram was used, 28% disagreed that teachers used Infogram and 60% strongly disagreed with that.
6. Piktochart - 1% of respondents strongly agreed that trainers use Piktochart for online presentation, 12% agreed that Piktochart was used, 29% disagreed that teachers used Piktochart and 58% strongly disagreed with that.
7. Other - 8% strongly agree to using other tools, 7% agree to using them, 26% disagree and 59% strongly disagree to other tools.

VET and adult education institutions should offer to their learners next opportunities:
1. Offer training events via various communication tools (for ex. Slack, Facebook, Youtube, Kahootack, Facebook, Youtube, Kahoot). - 27% of learners strongly agree to that, 51% agree that VET and adult education centres should offer those opportunities, however 15% disagree with that and 6% strongly disagree.
2. Offer additional resources via files and document sharing (for ex. One Drive, Google drive, Box.com, Trello, Padlet, Wakelet). - 30% of learners strongly agree to that, 60% agree that VET and adult education centres should offer those opportunities, however 6% disagree with that and 3% strongly disagree.
3. Offer training events via Webinars (for ex. Microsoft Teams, Skype, zoom). - 24% of learners strongly agree to that, 42% agree that VET and adult education centres should offer those opportunities, however 26% disagree with that and 7% strongly disagree.
4. Inform learners about cyber security challenges. - 50% of learners strongly agree to that, 39% agree that VET and adult education centres should inform about cyber security, however 8% disagree with that and 3% strongly disagree.
5. Offer online training events in general. - 34% of learners strongly agree to that, 43% agree that VET and adult education centres should offer training events, however 17% disagree with that and 6% strongly disagree.

For the learners the most valuable benefit of using ICT in the learning process was:
1. Interactivity - 55% of respondents chose interactivity to be the most valuable benefit.
2. More information - 56% answered that getting more information should be of the highest value.
3. More effective communication - 39% of respondents chose effective communication.
4. Stronger trainers involvement - 39% of respondents answered that trainer involvement is most important.
5. Improvement of my ICT skills - 77% of respondents valued improvement of their ICT skills the highest.
6. More adaptable timetable - 52% concluded that adaptable timetable is the most valuable benefit.

Trainers and teachers raised learners awareness on issues as follows:
1. Data protection (private browsing, creating passwords, cookies, duckduckgo, startpage) - 13% of learners strongly agree to that, 39% agreed that trainers and teachers raised their awareness on data protection, however 31% disagree with that and 16% strongly disagree.
2. Security risks (malware, viruses, hacking, social engineering) - 16% of learners strongly agree to that, 39% agreed that trainers and teachers raised their awareness on security risks, however 27% disagree with that and 17% strongly disagree.
3. Securing data (digital signature) - 16% of learners strongly agree to that, 31% agreed that trainers and teachers raised their awareness on securing data, however 33% disagree with that and 19% strongly disagree.
4. Copyrights - 20% of learners strongly agree to that, 36% agreed that trainers and teachers raised their awareness on copyright, however 25% disagree with that and 18% strongly disagree.