



**Activity report**  
**SDD - Stakeholders roundtable**  
**Location: Częstochowa, Poland**  
**Date: 18.01.2023**

## 1. EVENT DESCRIPTION

**Event theme:** The aim of this event is to share project results and to collect ideas & opinions about how to *become active technologically*. The event strengthen the collaboration with local stakeholders: staff from Adult Education Institutions, VET institutions, Social services and Healthcare services.

**Organizer:** Instytut Badan I Innowacji w Edukacji - Poland

## 2. ATTENDANCE SHORT DESCRIPTION

The roundtable discussion took place in Częstochowa, 18 January 2023 with 12 participants. 10 participants signed the list of participants. The Age of participants are 40+. They came from: VET education organisations, local partner organisations supporting digital education actions.

The event started at 17:00.

### 2.1. Representative's name and position

1. Facilitator (Renata Ochoa-Dąderska and Luis Ochoa Siguencia)

2. + Participants from the following organisations:

- Polskie Towarzystwo Geograficzne (PTG)
- Polskie Towarzystwo Turystyczno-Krajoznawcze (PTTK)
- Uniwersytet Trzeciego Wieku UJD (UTW)
- Stowarzyszenie Inżynierów i Techników Mechaników Polskich (SIMP)
- stowarzyszenie senior plus częstochowa
- Instytut Badań i Innowacji w Edukacji



## 2.2. Role in the event

Renata Ochoa-Dąderska presented the project scope and the program, the partial results and the way in which the stakeholders roundtable results will be integrated in the next steps. Luis Ochoa Siguencia implemented the round table discussion and prepared the summary of the conclusions. This event aimed to disseminate the results of the Stop Digital Divide project to the target group.

## 2.3. Actions carried out:

Presentation

The roundtable discussion took place at USC · Urząd Stanu Cywilnego. ul. Marszałka Ferdynanda Focha 19/21. After the reception of guests, Renata Ochoa-Dąderska, president of Instytut Badan i Innowacji w Edukacji presented the Erasmus+ programme and the initiatives of the Stop Digital Divide project.

Erasmus+ Programme – Small-Scale Partnerships

**Project No.:** 2021-2-RO01-KA210-ADU-000048969

**Project title:** Stop Digital Divide

### Project presentation

The facilitator introduced the following topics:

#### *Purpose of the project*

The project intends to support inclusive education and digital skills, improving the competences in digital social inclusion of social educators and social volunteers.

#### *Possibilities*

Opportunities flexible for adults to learn and improved access through more learning at the workplace, the use of ICT.

#### *Plan*

Improve the quality of adult learning by enhancing the training offered to adult educators.

#### *Strategic Planning*

Ensure effective outreach, guidance and motivation strategies to reach and assist adult learners.

#### *Tangible results*

- Teaching toolkit for adult education staff. A comprehensive collection of 12 methods and practices to support social educators and social volunteers in acquiring and developing basic digital competencies, transferable to other adult education organizations.



- Training course for social coaching for adult digital integration comprising social coaching wheel, GROW coaching model, active listening and rapport for trust building, stimulate reflection and awareness and practical scenarios for DigComp 2.1

**Brainstorming and discussion**

The facilitator open the discussion topics:

- Q1. How can we contribute to building an entrepreneurial mentality?
- Q2. What attracts or motivates learners to actively engage in learning activities (formal and non-formal)?
- Q3. What digital solutions and tools make education more attractive from the perspective of educators/instructors? (from passive to interactive and creative)
- Q4. How do we become active consumers of technology?
- Q5. What motivates educators/trainers to improve their own digital skills?

The brainstorming session had the following guidelines:

- Set a time limit per each question
- Provide a clearly defined question or goal
- Prohibit negative feedback (words or body language)
- Encourage different perspectives
- Allow one speaker at a time
- Encourage quantity and quality
- Expand on others’ ideas
- Record all ideas

Question	Discussions results
<p><b>How can we contribute to building an entrepreneurial mentality?</b></p>	<ul style="list-style-type: none"> <li>• Learning without limits - using all available resources to gain knowledge and have a broader perspective on problems.</li> <li>• Trying new things - stepping outside your comfort zone and trying new things to learn from your mistakes and gain new experiences.</li> <li>• Develop your skills - take every opportunity to develop your skills, such as writing, programming, presentations, etc.</li> <li>• Attend meetings and mentor meetings - by meeting mentors, you can learn from others and share your ideas.</li> <li>• Create a support network - create a support network where the knowledge and experiences of others can be shared.</li> <li>• Stimulate your creativity - encourage yourself to think outside the box and try new, creative solutions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Get involved in the entrepreneurial community - attend entrepreneurial events and support others in entrepreneurial activities.</li> </ul>
<p><b>What attracts or motivates learners to actively engage in learning activities (formal and non-formal)?</b></p>	<ul style="list-style-type: none"> <li>• visualization and materialization of results</li> <li>• completion of the course through certificates</li> <li>• promotion of successful activities</li> <li>• evaluation and feedback to teachers in a confidential way</li> <li>• new development perspectives</li> <li>• the possibility for learners to give feedback to the educational act in order to improve it</li> <li>• a practical outcome in a non-formal format</li> </ul>
<p><b>What digital solutions and tools make education more attractive from the perspective of educators/instructors? (from passive to interactive and creative)</b></p>	<ul style="list-style-type: none"> <li>• multimedia presentations - presentations using films, animations, graphics, text and other materials that are attractive to participants.</li> <li>• e-learning - using e-learning platforms to share educational content, create lessons, online courses and assess student progress.</li> <li>• mobile apps - using mobile apps to create educational content and deliver it conveniently to participants.</li> <li>• Interactive tasks - the use of interactive exercises and tasks to help participants better understand and consolidate educational content.</li> <li>• webinars - use of real-time presentation platforms where participants can attend and actively participate in discussions.</li> </ul>
<p>How do we become active consumers of technology?</p>	<ul style="list-style-type: none"> <li>• as trainers, helping to diversify the way activities are carried out in order to create lessons in the most creative forms possible</li> <li>• through a continuous improvement of skills</li> <li>• by increasing the orientation of teaching towards visual materials and digital means</li> <li>• we are consumers of technology, but with education we can differentiate between useful and useless information</li> <li>• applying technology as a useful and necessary tool in making our daily activities more efficient</li> <li>• by using technologies in practical educational activities</li> <li>• by creating applications dedicated to any needs with the aim of educating</li> <li>• Considering the community - creating discussion groups and online forums where participants can exchange views on educational issues.</li> <li>• use of virtual reality - using virtual reality technology to create and deliver educational content in a more interesting and interactive way.</li> </ul>
<p><b>How do we become active</b></p>	<ul style="list-style-type: none"> <li>• It is necessary to have a thorough understanding of the available technologies and their functions.</li> </ul>



<p><b>consumers of technology?</b></p>	<ul style="list-style-type: none"> <li>• It is also necessary to keep up to date with the latest technologies on a regular basis and choose the ones that best suit your needs.</li> <li>• You need to carefully read the information on each technology, including the specifications, to ensure that the product you choose will be suitable for your needs.</li> <li>• You need to read the user manual and familiarise yourself with how it works.</li> <li>• If necessary, you can contact the manufacturer for further information.</li> <li>• You should carefully observe all safety regulations and keep your product in good condition.</li> </ul>
<p><b>What motivates educators/trainers to improve their own digital skills?</b></p>	<ul style="list-style-type: none"> <li>• Educators/trainers are motivated to improve their own digital skills by the need to deliver the best possible educational content and services to their students/participants.</li> <li>• When educators/trainers have knowledge and skills beyond the basics, they can deliver more advanced and more effective educational content and services to their students/participants.</li> <li>• Educators/trainers are also motivated to benefit from new technologies to realise the full potential of their profession.</li> </ul>

### 3. RELEVANCE AND FOLLOW UP ACTIONS

Following the event, the opinions and practices shared during the discussion will be integrated into a digital education course for adult educators.

### 4. EVENT AGENDA

Time	Topic
16.45 - 17.00	Welcoming the participants
17.00 – 17.30	Presentation of the Erasmus+ programme and the Stop Digital Divide project
17.30 – 18.30	<p><b><i>Brainstorming and discussion</i></b></p> <ul style="list-style-type: none"> <li>○ guidelines</li> <li>○ discussion topics</li> </ul>
18.00	Networking & coffee



## 5. PHOTOS: Stakeholders roundtable



### Example of transcript of answers

- Jak możemy przyczynić się do budowania mentalności przedsiębiorczej?

To dość proste i jednocześnie bardzo trudne. Edukacja przedsiębiorcza - to tylko ona może zrealizować budowanie mentalności przedsiębiorczej - MUSI zaczynać się na jak najwcześniejszych etapach edukacji (tu, już w przedszkolu).

Na mentalność (w tym też postawę) przedsiębiorczą składa się wiele umiejętności i cech, których rozwój mogą wspomóc różnego typu aktywności podejmowane przez dzieci w szkole i poza nią np. kreatywność, odwaga, asertywność i empatia.

Z mentalnością przedsiębiorczą musi wiązać się określony świat, chęć zgłębiania nowych tematów - w skali biznesu przełoży się to na postawianie korzystnych innowacji.

Co zatem robić: EDUKOWAĆ i rozszerzać czasy przedsiębiorstwa, kształtować nawyki!

Nawet Komisja Europejska zwróciła uwagę na promocję edukacji ekonomicznej, stwierdzając, iż programy kształcenia powinny bezpośrednio uprawiać przedsiębiorczość jako cel kształcenia, a to więcej - zagadnienia przedsiębiorczości powinny być włączone w treści poszczególnych przedmiotów, szczególnie - co warto podkreślić - na studiach z zakresu nauk ścisłych i technicznych.

Ponadto możliwość kształtowania postaw przedsiębiorczych poprzez odpowiednią edukację ekonomiczną zwiększa liczbę osób podejmujących działania innowacyjne korzystne dla społeczeństwa i gospodarki. Wśród korzyści, płynących z przedsiębiorczości dla społeczeństwa, najczęściej wymienia się wzrost gospodarczy, zmniejszenie wykluczeń, doskonalenie produktów (wyrobów i usług), wprowadzanie innowacji i zmian oraz przyczynianie się do rozwoju konkurencji.

- Co przynajmniej lub motywuje uczących się do aktywnego angażowania się w działania edukacyjne (formalne i nieformalne)?

Jeśli mam mówić o sobie to mnie motywuje poczucie wewnętrznej motywacji i żeby mieć kaganek obszary w zakresie przedsiębiorczości. A tak poważnie to największym motywatorem jest użycie zamocowania i samorealizacji na rynku pracy przez młodych ludzi. To jest ogromna satysfakcja, kiedy dostają informację zwrotną ze szkoły startup, założyli własne przedsiębiorstwo albo, co najbardziej cieszy UMIEJĘTYLI W SWOJE MOŻLIWOŚCI

- Jakie cyfrowe rozwiązania i narzędzia satysfakcjonują edukację z perspektywy edukatorów/instruktorów? (od pasywnego do interaktywnego i kreatywnego)

Gry edukacyjne, gry multimedialne ale wykorzystane w grywalizacji zespołowej.

- Jak stajemy się aktywnymi konsumentami technologii?

Aktywnie ją używając i Chętniej technologie i włączamy do procesów edukacji.

- Co motywuje edukatorów/trainerów do doskonalenia własnych umiejętności cyfrowych?

Świadomość tempa i dynamiki zmieniającego się otoczenia. Technologia które coraz dynamiczniej i agresywniej (Działają) wkładają w procesy kształcenia. Nie i chęć najprędzej, choć silnego rozwoju.

- How can we contribute to building an entrepreneurial mindset?  
spreading information on the subject in the form of training, courses, news, social media and recordings, as well as publicising the above in schools and universities

- What attracts or motivates learners to actively engage in learning activities (formal and non-formal)?  
vision of what they will achieve (goal) freedom and/or independence and/or money passion desire to change the environment and/or the world desire to learn more

- What digital solutions and tools make education more attractive from the perspective of educators/instructors? (from passive to interactive and creative) no matter what you want to convey, the most important thing is that it should be conveyed in an interesting way with practical, down-to-earth examples, and there should be plenty of down-to-earth exercises to help you quickly get to grips with the tool in real-life situations. audio and video recordings in podcast form if the knowledge is delivered in lecture form mind maps ready-to-use diagrams/scripts/protocols (template or cheatsheet) some form of interactivity: quizzes, tasks, fill-in-the-blank, preferably in a form that gamifies learning gamification (e.g. as in [duolingo](#), or other applications or methods such as [montesori](#)) manuals and materials webcam meetings (e.g. google meets) social media activation through the creation of groups (e.g. discord for young people, [facebook](#) for older people)

- How do we become active consumers of technology?

Based on the assumption that passive consumption is only passive consumption of technology, active consumption requires producing something, reacting, the simplest form of activating the consumer of technology is, for example, in the case of social media, for example commenting. An active consumer of technology, in this example, should not so much use it as, in a sense, add something from himself. Sometimes an opinion on a technology is enough to change it, as the producer may take our suggestions for change into account.

- What motivates educators/trainers to improve their own digital skills?

passion desire to deepen knowledge vision of better earnings vision/willingness to pass on acquired knowledge to others acceleration of one's work