



Open-AE Piloting Report

<http://open-ae.eu>



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1. Purpose and scope of the Report

The twofold aim of the OPEN-AE “Promote Open Source Technologies in non-formal Adult Education” project is to:

- Contribute to the development of e-facilitators competences to deliver high quality and relevant digital skills training to adults.
- Contribute to the promotion of open source technologies and open education in non-formal adult education.

OPEN-AE developed and tested the following Outputs in four project countries (Belgium, Italy, Switzerland and Spain):

- The OPEN-AE Curriculum and online Toolkit on open source technologies addressed to e-facilitators working in non-formal adult education, mapped on the DigCompEdu Framework.
- The OPEN-AE modular blended course of 60 hours in open source technologies piloted with e-facilitators (adult trainers) from four countries to improve their knowledge of open digital learning technology and tools.

This Report summarises the process and outputs of the OPEN-AE blended course pilot experience in the four project countries.

The report includes the following main sections:

- **A global description of the OPEN-AE modular blended course pilot in the 4 countries.**
- **Analysis of the results of the evaluation** by targets groups and tutors
- **Final conclusions** based on the experience and the information gathered throughout the piloting process from different stakeholders, including **policy recommendations and recommendations for non-formal Adult Education** institutions and organisations on the national level.

2. Description of the OPEN-AE modular blended course pilot

The pilot have been delivered in the four countries between March and July 2020, with similar, but different, approaches. All four pilots were originally planned in blended modality and due to the emergency caused by the Covid-19 pandemic and the lockdown in all 4 countries participating in the project, had to be transferred to an online modality (with one exception, Belgium, who was able to implement several face-to-face sessions despite everything).

The transformation of the training delivery modality had to be carried out very quickly, since the final date foreseen for the implementation was about to end, in accordance with the various agreements reached in the face-to-face and virtual meetings of the Steering Committee.

Technologies

After some virtual meetings, where each of the partners suggested how to carry out this transformation, the different pilots got underway, adopting similar strategies regarding implementation:

- the provision of communication platforms or systems (synchronous and asynchronous) between trainers and participants in each country
- making content and activities available through digital channels
- student support systems
- systems for the creation of national learning communities, made up of people who participate in training.
- synchronous communication systems (webinars, video conversations)

Details on the platforms used by partners:

Country / organisation	Switzerland - Yinternet	Italy -CSF	Belgium - MAKS	Spain - Colectic
Platform	Emails with content and activities + discussion group on Telegram	Moodle + Zoom for webinars	Pads (pads.domainepublic.net) etherpad + Elephorm + Face to Face + Jitsi + email support	Moodle + Zoom for webinar + Mattermost (instant communication tools) + emails

The contents

The contents and activities were developed in a previous phase of the project, and geolocated and translated into the different languages of the participating countries according to the needs detected by each of the partners. In this previous phase, a broad set of content and activities was designed divided into 18 relevant and pertinent FLOSS topics, each calculated to be taught for around 10 hours. In this way, the effort made to design the contents in a modular way allowed each member to choose those modules / contents that best adapted to the needs of the participants in each pilot training.

The OPEN-AE course modules that have been piloted are shown in the next table:

Academy https://learning.open-ae.eu	BELGIUM	ITALY	Switzerland	SPAIN	Number of times implemented
1. The FLOSS culture	1	1	1	(*)	4
2. The emergence of copyleft and free licences	1	1	1	1	4
3. DigCompEdu framework for a common and open education		1		1	2

4. Flipped classroom / project based-problem based learning (+ peer review)	1				1
5. Wikidata	1		1	1	3
6. Slidewiki		1			1
7. Open Coding with Scratch		1			1
8. Open robotics with Arduino					0
9. Open-source 3-D printing Technologies				(*)	1
10. How to run a Fablab		1		1	2
11. Digital Storytelling for learners' empowerment		1			1
12. Intentional interpersonal communication with FLOSS			1		1
13. Open operating system as a transition to FLOSS: GNU / Linux	1				1
14. FLOSS resources for employment			1		1
15. Data privacy culture: a FLOSS driven view		1	1		2
16. Community of practice (Commons + collaborative management)					0
17. E-Learning with FLOSS tools				1	1
18. Online entrepreneurship with FLOSS tools		1		1	2

(*) Colectic did implement these modules in a separated training, of 24 hours, which is not officially part of the piloting, but a complementary action delivered also to train e-facilitators that have special needs.

The 2 firsts modules (1. The FLOSS culture and 2. The emergence of copyleft and free licences) were implemented on all 4 countries (despite that there was no previous agreement to do it). Both are introductory to the FLOSS and Commons culture.

Participants profiles

The profile of the people participating in the training was similar in the different countries where it was piloted.

- Adult trainers

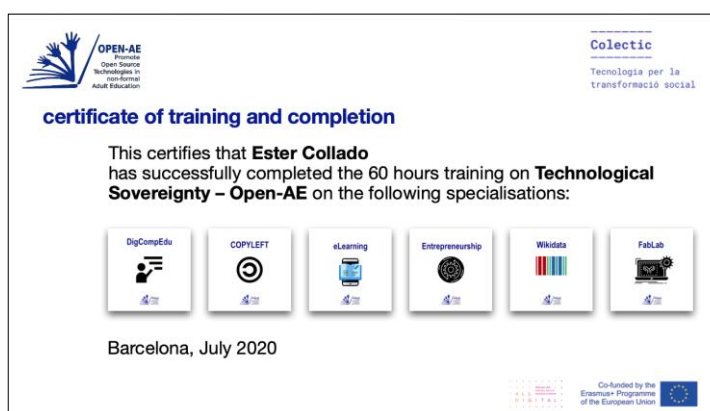
- E-facilitators (all partners)

Additionally, Italy also trained school teachers and Switzerland also trained IT and business process experts.

Some numbers about groups and participants

Every country has run the pilot with a group of students, except Switzerland who has used 2 groups. During the registration phase, the partners accepted the registrations of 175 people in total, of which 89 successfully completed the training project. This means that, on average, 50% of the participants achieved the certificate of achievement of the course (43% at Spain, 48 at Italy, 57% at Switzerland and a very significant 75% at Belgium).

Without any doubt, based on the comments presented in the individual reports of each partner, we can infer that the confinement and lock down, the crisis related to the COVID-19 pandemic,



had a high impact on the attendance and on the participation of the students to the training. Italy and Spain appears as the more impacted country. All partners did recruit more than 10 people for the training (indicator was 10 participants), foreseen that problems may occur, as it was.

All partners involved at least 2 tutors (Maks involved 8, Colectic 3) and almost all of them have involved some specialist to do specific parts of the training (for example, Yinternet did involve two specialists during webinar sessions). Partners have implemented the pilot into 6-12 weeks (Colectic used a month extension, in order to allow the participants to finish the activities), doing a relatively non-intensive training (5 or 10 hours a week)

The following table shows some piloting data:

Country	Switzerland	Italy	Belgium	Spain	Total numbers
City	Geneva	Foligno	Brussels	Barcelona	
Period	from(01/04/2020) to (29/05/2020) 2 webinars: 20/05/2020 and 8/06/2020	14/04/2020 to 30/06/2020	17/04/2020 to 26/06/2020	31/03/2020 to 30/06/2020 + extension to 31/07/2020	
Number of weeks	6	11	10	12+4	
Number of groups	2	1	1	1	5
Number of tutors/trainers	2	8	2	3	15
Specialist	2	2	4	0	8
Duration	60 h	70 h	68 h	60 h	248 h
Delivery mode	online	online	blended	online	
Number of participants (started)	30	112	12	21	175
Number of participants (finished)	17	54	9	9	89

¹ Out of the first pilot experience, in parallel, Colectic also implemented two individual modules with 2 independent processes of selection and registration: FLOSS Culture (12 hours of training) with 14 enrolled students and 10 of them completed the training. And 3d Printing (12 hours of training) with 20 enrolled students. 12 of them completed the training.

Success rate	56,67%	48,21%	75,00%	42,86%	50,86
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Project works by trainees

During the pilot, participants were asked to do different kind of activities and project works, as foreseen on the Academy (<https://learning.open-ae.eu>) for each module. For example, CSF (Italy), for the module on Scratch, the trainer assigned the participants the creation of Scratch projects and the same happened with the module on Digital Storytelling, where participants were invited to complete the storyboards and create their own digital stories using FLOSS tools. MAKS (Belgium) paired participants to do some tasks, used MOOC opportunities and also proposed to watch thematic documentary films. Yinternet (Switzerland) and Colectic (Spain) proposed activities to be done individually, like questioners, quiz, mini-projects, self-assessment, and reflections tasks, and/or to be done in groups (social forums or Telegram)

3. Analysis of the results of the evaluation by targets groups and tutors

Trainers and experts

In global, a big group of trainers have been in charge of the pilot. All of them were part of the Basecamp community, the communication and sharing documents space of Open-AE.

Every partner has conducted one or more meeting in order to have them to evaluate the training and assess the next steps of the Open-AE project (O3/A4 Reporting and O4 Guidelines for transferability and up-scaling of results)

Trainers and experts involved are presented on this table:

Name	Expertise	Years of experience	Supporting online (Yes/No)	Supporting F2F workshop (Yes/No)	Country
Pep Oliveras	Trainer, Generalist, FLOSS expert, STEAM specialist	10	Yes	No	Spain
Núria Alonso	Trainer, FLOSS specialist	12	Yes	No	Spain
Esther Subias	Trainer, pedagogical specialist, Generalist, FLOSS expert.	20	Yes	No	Spain
Luca Pagliaricci	FLOSS culture, free licenses	3	Yes	Yes	Italy
Chiara Borsini	Digital storytelling	3	Yes	Yes	Italy
Ylenia Cariani	Communication and Journalism	5	Yes	Yes	Italy
Giuseppe Mura	Training methodologies (Scratch)	3	Yes	Yes	Italy
Cristiano Longobardo	Web-design, graphic design	8	Yes	Yes	Italy
Irene Morici	Entrepreneurship	5	Yes	Yes	Italy
Elisa Fioroni Torriani	Data Privacy	5	Yes	Yes	Italy
Paolo Russo	Software development, AR, VR	10	Yes	Yes	Italy

Athanasios Priftis	-Eculture and FLOSS culture -Copyleft and Open Licenses -Eportfolios	15	Yes	Yes	Switzerland
Leonor Afonso	-Digital storytelling -Eportfolios -Eculture and netizenship	8	Yes	Yes	Switzerland
Théo Bondolfi	-Copyleft and Open and Free Culture -Open Licenses -Eportfolios -Algorithms + employability	18	Yes	No	Switzerland
Florence Devouard	-WikiData, open data and Wikipedia -FLOSS culture	22	Yes	No	Switzerland
Frederic Collignon	FLOSS culture and tools, LINUX, librist community, TIC	10	Yes	Yes	Belgium
Thierry Fénasse	FLOSS culture and tools, LINUX, librist community, TIC	10	Yes	Yes	Belgium
Adrien Godefroid	Longlife learning, FLOSS culture and tools, LINUX, TIC	10	Yes	Yes	Belgium
Patrick Madragule	Linux, FLOSS culture and tools, TIC	10	No	Yes	Belgium
Youssef Laakel	Best e-facilitator award in 2019, moodle, TIC	10	No	Yes	Belgium
Florian Ruymen	philosophy, pedagogical and participative strategies	10	Yes	Yes	Belgium

Difficulties that the national tutors/trainers experienced during the OPEN-AE piloting phase and how they try and remediate the issues.

Unfortunately, it was hard to foresee that a pandemic would have affected the Open-AE piloting right before the beginning of the course.

The first difficulty, undoubtedly the most significant, was the need to implement training during confinement, during which personal and professional difficulties suddenly appeared that affected both the trainers and the participants (transformation of professional routines towards teleworking, family conciliation needs, to carry out care work for people in charge -children, parents or grandparents-)

All (with the sole exception of Belgium, who had to transform only the first part of their plan) the trainers had to adapt to a 100% virtual modality, needing to provide a platform (LMS, Learning Management System and a hosting webinars platform) or a totally digital system

that will be adequate (combination of emails, newsletters, instant chat tools, web pages), without being able to have additional financial or time enough resources and, in some cases, without having previous experience in 100% online training. The organizations looked for existing resources in their organization, support from third-party organizations or volunteers (in the case of MAKS), to alleviate this problem. They did have to invest more staff hours of work in the resolution (and sometimes to involve more coworkers)

In addition, the proposals for the activities initially planned in the curriculum were adapted by each partner for each of the pilots, taking into account the peculiarities of the technological tools available and the needs of the participants in each country, as well as the chosen modules to be implemented locally. There was no time to do a good international coordination, due to the imminence of the start of the trainings. Many of the planned activities were designed to be implemented in person and not all could be adapted to the digital environment directly, needing to be totally transformed. This implied a big investment of hours on the part of the trainers and national coordinators of the project.

Beyond what has already been said, in general, the trainers detail some difficulties, most of which are related to:

- **Communication:** different synchronous and asynchronous communication tools have associated certain difficulties. Thus, for example, in the Swiss case, some of the participants did not join or did not actively join the Telegram channel. In the Spanish case, not all participants communicated with the same frequency or intensity through Moodle tools and very few participated in the synchronous webinar that was proposed at the beginning of the course. MAKS highlights in its report that they held some face-to-face meetings (reducing the number of participants in each one) to guarantee the transmission of trust between trainer-trainee.
- **More local examples:** The need indicated by Yinternet, in the sense of having more local examples, which had a greater capacity to transmit (in the absence of the face-to-face class) what was intended. Colectic also points out the

need to use local examples that are closer to the reality of the participants.

- **Going 100% online:** The difficulty in attracting participants with low digital skills to the virtual environment (CFS points out this difficulty)

The online course can create several difficulties as it requires a higher level of digital skills for participants and a customized design of the teaching and learning activities in order to fit into the online environment.

- The **difficulty of implementing groupal or very practical activities**, indicated by MAKs, given the increase in the distance between the participants and the trainers. Ynternet organized two webinars to counteract this distance and created a chat group on Telegram; CSF strengthened the team of trainers in order to meet the individual needs of its participants (it should be noted that in Italy, a lot of participants -much more than was expected- signed up) and to foster a group work environment among the trainers. Colectic opted for social activities through the course forums, perhaps excessively since towards the last part of the course the participation was declining and it had to implement an extension and reinforce individual tutoring.
- The need to reconcile the **timeframe of availability** of the trainer to meet the requests of the students, also taking into account their availability.
- **Trainees commitment.** The abandonment of a significant part of the participants, despite the efforts made by the trainers to keep them on track. The traumatic effect of confinement affected both the level of participation in group and individual activities of the group and the group of trainers had to relax the pace. It is difficult to know to what extent this crisis (which also affected the mood of the trainers) has affected what would have been the normal course of the course.

Colectic comment that trainers need to invest time on providing the emotional support of the participants, and also working with them to

assess on how to continue developing their work (as trainers) with their target groups, using FLOSS tools, in an 100% online environment.

- The need to have adequate **technological equipment (MAKS)**.
- Colectic suggest rethinking about to **concentrate more the training schedule as the other partners did** (6-8 weeks instead of three months) reinforcing the **previous commitment of the participants**. Make the detailed contents known (Academy) to the participants so that they can have a clearer preliminary idea and decide, accordingly, if they want to participate in the training. Selection of the modules can be improved in future learning opportunities by asking the potential participants which topics are more relevant for them.

The national tutors' overall assessment of the OPEN-AE blended course in the piloting phase

The national tutors and trainers were, in general, very satisfied with the course. The overall evaluation is very positive. Trainers were satisfied with the unrolling of the training activity and the overall engagement of participants. The training materials were well constructed and well delivered, they were relevant to the trainees.

The topics of the course were appreciated by the tutors and trainers who are used to work with FLOSS tools and resources.

Yinternet will revisit the selected training contents and materials before next piloting for a better geolocalization; CFS would re-think all the activities to be delivered on line; Colectic and Yinternet will try to implement more webinars with some specialist (as far as the other partners are satisfied with this strategy)

MAKS, with no so much experience with FLOSS tools, conclude that joining a community of practice that has already existed for a long time, and by joining it create a sub-group of new users will be relevant. It's about collaborating locally and worldwide. Moreover, the question of the choice of tools is an institutional experiment in which it is required to involve the workers, the management team and the

direction board. The choice of IT tools concerns the values and the political and social position of an organisation. It is therefore interesting to train an entire organisation, not just the multimedia facilitators.

Colectic highlights that participants are really interested on meeting with the community of FLOSS, to have a belonging feeling in this local and global community.

Trainees

	BELGIUM	ITALY	Switzerland	SPAIN
Number of participants who completed the pre-course evaluation survey	12	112	17	17
Number of participants who completed the post-course evaluation survey	9	62	17	9

Partners report about the main reasons for people to register for the course:

- Reinforce a culture of collaborative work in our work organization through adapted sharing tools.
- Discover, open-mindedness, on a better use of resources to share, produce and co-create.
- the need to know related tools and resources with FLOSS and with the FLOSS culture.
- improve their digital skills useful for both their private and professional life. professional updating of knowledge and skills related to free software.
- benefit from innovative teaching methodologies FLOSS tools and resources.



Ilustración 1: Participant' expectations during Pre-evaluation (Yinternet)

- Experience the distance learning that could be very useful also for their daily work.
- participating in a socializing activity (with a group of people with similar professional interests, learning community with other participants in the training)

The main expectations by registered participants

The main expectations by registered participants towards the course and the impact did they expect it to have on them and their work are lightly different between the countries, although all of them share some elements: professional updating, great interest on the topics of the training.

In Italy, the majority of participants was either motivated by a keen interest in the topic or a poor knowledge of the latter. Most of them aimed to get acquainted with new open source technologies, in order to be able to apply them for personal or educational reasons (digital learning mainly).

In Switzerland, some participants mentioned that they were hoping to learn more about the FLOSS culture and open licenses, and others were eager to learn more about digital culture and technology in general. Some people stated that they were hoping the activity would help them learn tools and things they could use in their job and professional life. Others stated that their main interest in pursuing this training activity was to learn ways to better collaborate and communicate online.

In Belgium, main reasons were connected with the opportunity to enrich and improve knowledge and skills for daily use in introductory workshops for adults in digital public spaces. And with the chance to learn how to better code, use, produce and design educational material.

At Spain, the main reasons are related to the professional updating of knowledge and skills related to free software. Some participants suggested that their motivation was linked to participating in a socializing activity (with a group of people with similar professional interests, learning community with other participants in the training) and others placed more emphasis on the need to know related tools and resources with FLOSS and with the FLOSS culture.

Previous knowledge, experience and skills that scored highest and lowest

- **Knowledge and experience:**

This question was not homogenous in the different implementation countries. For example, in Spain, in general, the participants evaluated themselves with a fairly good level in all indicators (the means of the scores always exceed 3 out of 5) and the lowest average score was the one relative to the item "I understand how to use Free and Open Source Software when teaching students ". The highest score was related to the item "I encourage teach students how to search for images and content and understand how they can use them based on the creative commons license". By contrast, in Italy the experience that scored the highest (Around 28% of the group) was teaching students how to search for images and content and how to use them based on the creative commons license. On the contrary, only 10% of the group was familiar with open source software.

- **Skills:**

About skills, we have similar results between the countries. For example, both Spain and Italy comment that the participants indicated the competences that they dominate the least are critical thinking, communication and presentation skills, accuracy, problem Solving. And that the skills that participants

found easier to manage are team work, autonomy and continuous learning.

Post-evaluation by participants.

An analysis of the evaluation data gathered during and after piloting of the OPEN-AE blended course by all 4 organizations.

The most prominent elements participants got out of the course

In general, partners report that their participants found that the course helped them acquire a greater understanding of the open source framework, the various elements which are part of it. They learnt why to promote free software, be aware of the free alternatives available to replace proprietary software and other concrete contents/skills/competences depending on the curriculum area. One of the most notable elements is the creation of a community of people interested in the FLOSS culture in the framework of face-to-face, virtual or blended training.

The course helped them develop skills such as how to plan and implement a certain idea. They highly value the content that has been provided to them and the possibility that these complement and improve over the time. The content of the course was well targeted and presented, as well as the relation of articles and videos. For some areas, the content needed more depth and explanation.

The participants not only got to know new tools to develop digital competences, but also communication tools which were used for online teaching

At Spain, the fact of accessing content related to European policies (such as DigCompEdu) or prepared from the perspectives of other countries and adapted at the national level has been highlighted very positively. Participants highly value knowing the realities and methodologies that are implemented in other countries.

At Switzerland, some participants point out that, regarding the learning approach, learning by yourself can be demanding and not always satisfactory, more group engagement would be needed, mainly, through online events. This point is already addressed by

organisation and the project exploitation as we have scheduled new targeted training activities for October 2020. Other participants suggested that evaluation should be linked to follow up courses that would allow learners to go deeper in understanding specific areas.

The main impact the course had on participants and their work

The use of 100% FLOSS tools for training and the entire environment related to FLOSS culture, which they want to introduce (or the improve the use) in their work and with their participants was pointed by Spanish participants.

At Belgium, participants highlighted the appropriate awareness of the impact of the software we use. Learning to make a decision based on a true critical spirit in the choice of digital tools. It is an ideological reflection that encourages to raise awareness also among the beneficiaries about the processing of their personal data by some software more than others.

Some of the participants have declared that they will use 100% of the content in their training; others comment that they will use most of it.

At Italy, the main impact is the diffusion of a new methodology that will enable participants to better pitch ideas and use new tools when planning a lecture, make it more interactive. Many participants stated storytelling will be of great help in teaching.

In Switzerland, regarding the things participants will take from the activity, some people mentioned that they will now be more aware of their ethical behaviour also when concerning the digital world. How to be a more aware netizen seems to be one of the biggest things people will take from the training activity. Some people say they are now more aware and conscious of the fact that alternatives to copyright exist and that they can be more interesting than the traditional closed model.

The knowledge and experience of topics that scored lowest for your group and which scored highest after the course and the comparison with the pre-course evaluation

All things considered, in comparison with the pre-course evaluation, all the topics mentioned scored higher, but we need to take into account that the number of participants who answered the final questionnaire was significantly lower than the initial one.

Recurring remarks participants made about expectations that weren't met

In Italy, the only negative remarks were about the difficulty to attend live the webinar and interact with the trainers because of other professional commitments.

At Spain, the participants expected a training experience that would be lighter, in the sense of having to do fewer activities.

Some participants also commented that they would like to have all the content available from the beginning of the course (the content was presented sequentially)

At Belgium some participants found that some parts of the training were too easy and not technical enough.

At Switzerland, some participants would have liked to see some more practical examples of how the FLOSS culture can have an impact on their everyday lives, but they mentioned that with the things they have learned they can now go deeper and research more by themselves.

Our conclusions about the users' learning experience

Covid-10 outbreak forced us, as well as other training providers, to test new opportunities and methodologies. Distance learning and online learning can allow for a greater participation and impact although at the same time, especially when considering low skilled adults, it might require extra effort for both trainers and learners.

At CSF, it was delivered some 70 hours course (webinar + online self-study) that was sufficient to connect the participants with the FLOSS world. On the other hand, CSF states that for some of the modules, some on-premises classes would have helped to support participant to become autonomous and efficient in the use of some software (e.g. WordPress, GitHub). It's the same at Spain, where some of the participants value the course as a good experience, in general, but they wish they had had the opportunity to do face-to-face meetings

or workshops, especially with regard to the more technical topics of the training program (for example, in the module related to Wikidata).

- How did your users rate the Course generally?

In general, according to the exit questionnaires and the general comments the participants were satisfied or very satisfied with the course and they found it a very enriching opportunity.

- What are the strengths and weaknesses identified by trainees and the suggestions for improvement they made (trainer can answer this questions based on what he/she think about the participant's experience)?

According to the exit questionnaires, few weak points were identified and they were not related to the course itself but rather to the forced online format that did not allow for a more practical piloting and to the difficulties faced because of the lack of digital skills. In fact, attending a class fully online has proven to be a bit challenging for some of the participants.

On the other hand, the trainees found very interesting and useful the topics covered and support received during the webinars and on the online platform. In addition, the activities and resources proposed were very much appreciated in particular by teachers working in the field of adult education (the case of Italy). In some cases (Spain, Switzerland) some of the course content was perhaps too theoretical or far from the reality of the participants. It would be necessary to include, during the training, some activities more localized to the reality of the participants, especially those who work with groups in a situation of social exclusion (Spanish case). Some participants also request to carry out a smaller number of activities but that they have more density (Spanish ones).

Face-to-face opportunities in the future were suggested, in general, by all the participants in all four countries.

Content was highly valued by the participants, and also having the opportunity to interact between them in order to talk about the FLOSS

culture and how this culture can be introduced or improved in their own context.



4. Conclusions and Recommendations

General conclusions of this report, added value of the course for participants and the overall strengths and weaknesses identified

Trainees were satisfied with the way the **course has been implemented and the support provided** by the trainers and tutors. The impact observed was extremely positive. This training was positively received by all participants and trainers, both by novices and more experienced users of free open source tools.

FLOSS and in particular open source software create interest in the educational field and not only for several reasons: the impression is that for those participants who had a prior knowledge of the topic there is (sometimes) a wrong understanding of the concept that leads them to associate the open source and FLOSS world with free (not to be paid). On the other hand, for many participants who were not familiar with the topic the course seemed an opportunity to improve their digital skills. The different background of our participants helped in enriching the pilot activity with diverse experiences.

The topics covered are hot topics, and related to the rise of big data, facial recognition, social networks and connected objects. In a climate of manipulative advertisements that are difficult to identify ("captology"), these courses allow an awareness that can enlighten a responsible choice on which tool to promote among ourselves (and which tools to propose to the final beneficiaries).

The theme of FLOSS culture is also a concrete and useful way of training in internet safety, media literacy, critical active citizenship and content production. We see this basic training as an indispensable part of the professional training of multimedia animators involved in digital inclusion through their work in digital public spaces.

COVID-19: The current situation and context has forced both the planning and execution of the training to change, this fact has also

affected the participants and trainers, as well as the collaborating entities and administrations. On the other hand, it is precisely this context that has highlighted, more than ever, the need to address these issues, and both participants and other organizations or administrations have showed us their interest on the issues, on the training opportunities and on the Open-AE project in general.

The online format used due to the impossibility of organizing a blended course is proven to have many advantages and some challenges.

- It multiplies the impact of the course by giving the opportunity to people from all over the participating countries to enroll, to join the Open-AE community and take part in the course. It was at the same time an opportunity and a challenge for both trainers and trainees.
- In addition, some trainees face several difficulties in completing the learning path because of the lack of direct interaction with trainers, especially in those modules requiring practical exercises. Some of the module content needed more depth and explanation in this online format. Some of the most practical parts have been affected, such as the mapping of activities or local initiatives on a given topic, precisely because of the extraordinary situation that has affected all organizations.
- Covid-19 had a big impact on participants' lives making sometimes hard for people to follow the activity.
- Distance learning has become the fundamental pillar and the basic methodology to follow, with its potential and associated risks; this has also impacted into the different situations, rhythms, capacity and motivation of the participants.

The content and activities. The learning modules (content and webinars) were mentioned as one of the high points of the training. Modules are now organised and available on our website and will be uploaded to the OPENAE Toolbox; The training activity was designed to be free and open (FLOSS culture) for all to access with a licence allowing it (CC-BY-SA),

In the countries that trainers who delivered the webinars were experts it was highly evaluated and brought an invaluable knowledge to the activity.

Feedback received from the stakeholders e.g. experts, activists, trainers, policy makers etc.) involved in the participants countries

In **Italy**, CSF states that the piloting was a great opportunity for creating an active community around the topic of FLOSS and adult education. The Italian EPALE network activated by CSF widely contributed to the creation of the community: since the recruitment phase at the end of 2019 EPALE community responded actively showing interest in the course and the FLOSS culture. Many members of the community asked for a second edition of the course that might be replicated before the end of 2020

Besides the Adult Education field, thanks to the different actors involved, we witnessed the interest of other stakeholders in the FLOSS culture and in particular open source technologies. Public administration staff who took part in the piloting expressed their interest in learning about FLOSS technologies because this might be useful for their work.

In **Switzerland**, Yinternet remarks that there is more work to do when dissociating software and FLOSS software from an overall collaboration and citizenship culture (FLOSS culture). Projects like Open-AE could contribute to the development of e-facilitators' competences to deliver high quality training and link digital skills training to citizen-driven projects;

- The project results should be further disseminated to relevant policy makers both at a national and international level.
- The Open AE Toolkit (including the Open-AE curriculum and methodology) should remain available and editable from training providers in non-formal education.
- More work should be done to mutualise and better organise similar resources particularly for replicating training courses after the end of the project.

In **Belgium**, Maks state that the borderline between free software and open source software is subtle and difficult to get across to facilitators. The difference between privative or liberating software is easier to make them understand. Partners involved in this kind of projects should be even more vigilant in filtering proprietary and privative tools in their exchanges. Using GAFAM tools is not a problem, everybody decide for itself, but it leads to a certain contradiction using them to promote FLOSS tools. It misses the pedagogical opportunity to test the alternatives available during the training.

- It is also necessary to work on the “basis”, a computer is first of all an operating system. Give more importance to the free OS not only software as a tool. Propose a training module for installing operating systems of the GNU/Linux family, in partnership with a local LUG (Linux User Group).
- The training should be pleasant and playful. One should not knock out or scare the participants with too much at once. It has to go crescendo, allow an awareness, and give the possibility of an alternative, not to force the rhythm, nor the use of Free Software, but to encourage it.

In **Spain**, Colectic explain that everyone has expressed their interest as well as the need to discuss the proposed issues and the very fact of offering training, as one of the strategic priorities to make up for the current situation.

- The participants, educators and the educational community in general have been interested in being able to access the contents and in giving continuity to the training actions as well as `establishment of work groups and communities of continuous training and mutual support.
- Organizations within the ESS (social and solidarity economy based) and the pro-communal movement have been interested in providing complementary knowledge and services that can answer the needs that have arised (XES pro-communal commission, ScratchEd meetup group, etc.)

HIGHLIGHTED FEEDBACK (global)

The piloting was a great opportunity for creating an active community around the topic of FLOSS and adult education and in particular open source technologies.

- Organizations within the ESS (social and solidarity economy based) and the pro-communal movement have been interested in providing complementary knowledge and services that can answer the needs that have arisen (XES pro-communal commission, ScratchEd meetup group, etc.)

Projects like Open-AE could contribute to the development of e-facilitators competences to deliver high quality training and link digital skills training to citizen driven projects.

- More work should be done to mutualise and better organise similar resources particularly for replicating training courses after the end of the project.
- The training should be pleasant and playful.

Final Recommendations

The different member countries have drawn up a set of recommendations that are adjusted to the needs detected in each case and to the opportunities that have arisen throughout the training. Although there is a general trend in all of them (use and promotion of FLOSS and the common tools and culture, search or use of opportunities related to FLOSS and the Open-AE project, as well as with the curriculum and the experience carried out) we wanted to present them taking into account the specific country for which they are formulated.

Below we present the recommendations made by each partner in relation to:

- policy makers
- training providers

Recommendation in terms of the use of FLOSS technologies in Adult Education to relevant policy makers in the field

CSF-Italy

- Long-term cost-effective impact
- Innovation of teaching methodologies
- Reduction of digital divide
- Greater freedom in the use of software
- Short-term improvement of education systems quality
- Community-based approach that allow for distribution and sharing of resources
- Diffusion of open source tools as a stimulus for pushing educators (and other staff) to develop advanced digital skills
- Freedom of customization according to one organization's needs
- Contribution to an opener education that will allow for a more equal growth at European level
- Synergies within educational systems and public administration
- Higher safety level for data
- Greater inclusion both digitally and socially

Yinternet-Switzerland:

- Connect digital skills acquisition to a wider digital netizenship culture: practices and behaviours that transform learners to active producers contributing to commons oriented initiatives. This is the gist of what we call the FLOSS culture.
- Demonstrate how FLOSS culture is directly linked to various aspects of our lives be them education, citizenship, health, environment or public services.
- Urge others to use the tools we are developing and allow other movements to join these practices in their own learning processes. But also to adapt them to their own situation and the groups they work with.
- Add specific mentions to FLOSS culture and technologies to existing EU frameworks, particularly the EU Digital Competence Framework.
- Link/include FLOSS culture and technologies to existing hiring practices and, particularly, to applicant tracking systems and automatized processes.
- Implement legislation requiring that publicly financed educational content or software developed for the public sector must be made publicly available under a Free and Open Source Software licence.
- Overall, support educational content or software that fosters the sharing of good ideas and solutions and guarantees freedom of choice, access, transparency and competition.

Maks-Belgium

- This training should be perpetuated through the CABAN-DIBAC federation as a professional training in continuing education for multimedia animators. This would be a step forward towards the professionalisation of this function capable of facilitating access in neighbourhoods: to health, work, administration and well-being. To do this, financial support from the region via the CIRB and CABAN-DIBAC is necessary.
- Especially in the Digital Public Spaces and the "Smart City", we believe that free software and free OS should be proposed as a priority. Today many free tools are efficient, "user friendly" and available; but in spite of this, the possibility to choose this option is often implicitly prevented by a monopolistic logic of

GAFAM. We want legislation that requires taxpayer funded software for the public sector to be publicly available under a Free and Open Source Software license. Free OS and Free Software, gives everyone the right to use, understand, modify and share software. These rights support other fundamental rights such as freedom of speech, freedom of choice, freedom of the press and privacy. If it is public money, the code should also be public. The RGPD goes in this direction, and the “non profit sector” should stop promoting proprietary software that spies, for commercial reasons, on the uses of the beneficiaries of the Brussels Digital Public Spaces.

Colectic-Spain:

- Working with/from FLOSS to encourage its adoption, or invest in establishing associated policies, allows to generate a wealth of shared knowledge that feeds back, grows over time and develops an entire ecosystem around it.
- Betting on FLOSS-based policies, no matter how big the investment, will always be less expensive than adopting policies based on proprietary licenses, and in the long run will be a much bigger gain.
- Transparency and effective governance policies are in line with everything proposed by FLOSS, and allow to take actions into this direction.
- A knowledge ecosystem based on FLOSS allows a much higher level of personalization and localization, and at the same time increases the involvement of all interconnected agents in the territory.

Recommendation in terms of the use of FLOSS technologies in Adult Education to training providers in non-formal education

CSF-Italy

- Innovation of educational methodologies
- Reduction of costs (short and long term)
- Digital upskilling of trainers
- Enrichment of educational resources thanks to free sharing
- Contribution to an opener education
- Greater impact on students (higher motivation)
- Customization of tools according to educators and students' needs (software in particular)
- Necessity of advanced digital skills as an opportunity for updating curriculum and responding to market needs

Ynternet-Switzerland:

- There is more work to do when dissociating software and FLOSS software from an overall collaboration and citizenship culture (FLOSS culture);
- Projects like Open-AE could contribute to the development of e-facilitators competences to deliver high quality training and link digital skills training to citizen driven projects;
- The project results should be further disseminated to relevant policy makers both at a national and international level.
- The Open AE Toolkit (including the Open-AE curriculum and methodology) should remain available and editable from training providers in non-formal education.
- More work should be done to mutualise and better organise similar resources particularly for replicating training courses after the end of the project.

Maks-Belgium

- We propose to mix in a blended approach the online learning and the face to face training. Using the flipped class learning method to organise working time together in a different way. The theoretical part of the course is given using ICT and internet (video capsules, film documentary, mooc, personal

readings, virtual visits, podcasts, etc.). The discovery and learning of knowledge takes place outside the classroom, at the student's own pace, while class time is devoted to active learning activities, debates, evaluation and discussions. It is necessary to think about the expected task(s) to be delivered by trainees, to practise what one discovers as a theoretical subject. It also allows the teacher to point out the student's difficulties. Make sure that the preliminary work has been completed by the students.

- For the student, we have to make sure that he or she has a computer and access to the internet. Content must be adapted. We favour an active pedagogy which aims to make the learner the actor of his learning, so that he builds his knowledge through research situations. We recommend also working in subgroups to prepare for the pooling of work all together.
- In order to familiarize ourselves with the Free culture, throughout the training we will work as much as possible with FLOSS tools (jitsi, etherpad, wikiversity, peertube, framasoft tools..) avoiding GAFAM tools.

Colectic-Spain:

- FLOSS opens up a much wider range of opportunities and is much more affordable and mutually supportive than other proprietary options.
- The commitment to Digital Inclusion involves adopting open knowledge strategies, mutual support and community building. Which are some of the strengths of FLOSS.
- The methodologies of working with FLOSS go perfectly with movements close to the non-formal education environment such as learning by doing, peer learning or the commons.

Next steps

As foreseen at the Open-AE project, all partners will work on the Guidelines for transferability and up-scaling of results, where the findings of the pilot will be further analysed and exploded.

The alliance will focus on analyzing the Final Recommendations provided by each partner to feed this document and deepen them, to produce a roadmap that is useful, plausible, applicable in different contexts, by different agents and at different levels (regional , National and international)

Open-AE consortium will deliver an Exploitation Roadmap, will developed some exploitation activities in each partner country and will produce and promote Guidelines, including useful policy recommendations.