



**Erasmus +. KA2 Strategic Partnership Project for VET
„ICT in the social-educational consulting process to address the issue of drop-out from the
education system (TICS)“, 2015-1-FR01-KA020-015032**

SURVEY QUESTIONNAIRE

"Socio-educational use of information and communications technology"

This questionnaire is a tool used for a survey run in the KA2 Strategic Partnership project: „ICT in the social-educational consulting process to address the issue of drop-out from the education system (TICS)“ that is implemented within the framework of Erasmus+ Programme.

The TICS project focuses on creating new approaches and methods for the professionals in the areas of prevention against dropping-out as well as in addressing the consequences of dropping-out from the compulsory education system (such "schooling"), education, social work, fighting early school leaving, consultancy and social-professional integration of the affected young people).

The questionnaire targets the professionals in the area and its purpose is to highlight the situation in and collect the information about the utilisation of the ICT for the purposes of education and schooling, for social and cultural purposes and in the processes and projects that address prevention against dropping-out or support work and social inclusion of the early school leavers.

The questionnaire consists of the sections as follows:

- Section 1 – identification of the organisation.
- Section 2 – utilisation of ICT in education and schooling.
- Section 3 – utilisation of ICT in fighting early school leaving from education system.
- Section 4 – utilisation of ICT in the area of work and social inclusion.
- Section 5 – development of competences of the professionals in using ICT.

The questionnaire consists of multiple choice and open questions.

Thank you for the time you will spent on and for the information you will provide by responding to the questionnaire.

This project has been funded with support from the European Commission.

Section 1 – identification of the organisation

<p><input type="checkbox"/> Type of the organisation you represent (please choose one)</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Education authority</p> <p><input type="checkbox"/> Municipality</p> <p><input type="checkbox"/> Organisation with the purpose of fighting early school leaving</p> <p><input type="checkbox"/> Labour office</p> <p><input type="checkbox"/> Other organisation that address work or social inclusion</p> <p><input type="checkbox"/> Other (please provide details)</p>
<p>1.1 Main purpose of your organisation (please briefly describe)</p>
<p>1.2 Activities your organisation performs to address the issue of early school leaving (please choose all that apply)</p> <p><input type="checkbox"/> Prevention</p> <p><input type="checkbox"/> Consulting</p> <p><input type="checkbox"/> Work inclusion</p> <p><input type="checkbox"/> Social inclusion</p> <p><input type="checkbox"/> Monitoring</p> <p><input type="checkbox"/> Other (please provide details).....</p>
<p>1.3 Your work position (please choose one)</p> <p><input type="checkbox"/> Teacher, educator</p> <p><input type="checkbox"/> Counsellor in schooling, school counsellor</p> <p><input type="checkbox"/> Professional in education of adults</p> <p><input type="checkbox"/> Social worker</p> <p><input type="checkbox"/> Professional in work inclusion</p> <p><input type="checkbox"/> Professional in social inclusion</p> <p><input type="checkbox"/> Other (please provide details).....</p>
<p>1.4 Description of your main job responsibilities (please briefly describe)</p>
<p>1.5 Activities you personally perform that address the issue of early school leaving (please choose all that apply)</p> <p><input type="checkbox"/> Prevention</p> <p><input type="checkbox"/> Consulting</p> <p><input type="checkbox"/> Work inclusion</p> <p><input type="checkbox"/> Social inclusion</p> <p><input type="checkbox"/> Monitoring</p> <p><input type="checkbox"/> Other (please provide details).....</p>

Section 2 – utilisation of ICT in education and schooling

2.1. General relationship between education & schooling and ICT

Please identify the tools (that have a general purpose and are not designed only for the purpose of education and **schooling**) that are used in your country and/or region in the process of education and schooling (please choose all that apply):

- Internet (search)
- Web pages
- Social networks
- Blogs
- E-mail
- Other (please provide details).....

2.2. Utilisation of specific ICT tools in the process of education and upbringing

Please mark the ICT tools that are designed to support the process of education and schooling in your country and/or region (please choose all that apply):

- Web pages dedicated to support education and schooling
- Specific software application dedicated to support education and schooling
- Specific applications for mobile devices (mainly tablets and smart phones)
- Specific blogs dedicated to support education and schooling
- E-learning platforms
- Interactive blackboards
- Other (please provide details).....

2.3. Overall situation in availability of ICT in the process of education and schooling

What is your opinion about availability of ICT to support the process of education and schooling in your country and/or region? (please choose one)

- It is insufficient and presents an obstacle to the development of education and schooling.
- It presents a gap, the situation is worse than in other areas.
- It is adequate, comparable to the overall situation in the country or region.
- It is good, better than in other areas.
- It is very good, there are no obstacles to the full exploitation of the ICT.

2.4. Please provide a brief description of 1-2 examples of good practice in utilisation of ICT in the process of education and schooling

2.5. Relationship between utilisation of the ICT in education & schooling and early school leaving.

How would you assess the utilisation of ICT in the process of education and schooling and its effect on the phenomenon of drop-out? (please choose one):

- Utilisation of ICT makes the process of education and schooling more attractive and has positive effects in prevention against the phenomenon of drop-out
- Utilisation of ICT has no effect on the phenomenon of drop-out Utilisation of ICT supports directly or indirectly the decisions of young people to stay in education or to leave the education system before gaining a diploma and/or a qualification.

Section 3 – utilisation of ICT in the prevention against the phenomenon of drop-out

3.1. Describe the way you utilise the ICT in the area of prevention against the phenomenon of drop-out. Briefly describe the activities, software and technology you use.

3.2. Are you aware of any plans for new ways/projects of utilisation of the ICT in the area of prevention against drop-out?

Please choose one:

- Yes
 No

If you answered Yes, please briefly describe the planned project or activity:

3.3. Please suggest what would be an effective project/activity to be implemented in the area of fighting early school leaving in your realities (country/region) in the future (please choose all that apply):

- Web pages specifically focused on reasons for and prevention against drop out.
- Enabling mobile access to the existing or new web pages that address the prevention against drop out.
- Make the theme of early school leaving a constituent of the dialogue between the professionals in the field and the young people in the framework of the formal education or afterschool activities supported by the ICT.
- Utilization of social networks to strengthen the message of prevention against drop-out.
- Develop a prevention programme and disseminate it to young people using different ICT-supported channels
- Other (please provide details).....

Section 4 – utilisation of ICT in the area of work and social inclusion.

4.1. Please describe the way you utilise the ICT in the area of supporting the work process with and social inclusion of young people or in the area of fighting early school leaving

Please briefly describe the activities, software, and technology you use.

4.2. Are you aware of any plans for new ways/projects of utilisation of the ICT in the area of work and social inclusion of young people?

Please choose one:

- Yes
 No

If you answered Yes, please briefly describe the planned project or activity:

4.3. Please suggest what would be an effective project/activity to be implemented in the area of support to the work and social inclusion of young people, and, in particular, of the prevention against drop-out in your realities (country/region) in the future (please choose all that apply):

- Web pages specifically focused on supporting the work and social inclusion of young people and, in particular, the prevention against drop-out.
- Enabling mobile access to the existing or new web pages that address the work and social inclusion of young people and, in particular, the prevention against drop-out.
- Make the theme of the work and social inclusion of young people and, in particular, of the prevention against drop-out a component of the dialogue between the professionals in the field and the young people in the framework of the formal education or afterschool activities and supported by the ICT.
- Utilization of social networks to strengthen the message of the work and social inclusion of young people and, in particular, of the prevention against drop-out.
- Develop a programme to support the work and social inclusion of young people and, in particular, the prevention against drop-out, and disseminate it to young people using different ICT-supported channels
- Other (please provide details).....

Section 5 – development of competences of the professionals in utilisation of ICT

5.1. History of development of your competences in utilisation of the ICT

What were the methods you have developed your competences in utilisation of the ICT up until present time? (please choose all that apply)

- Self-teaching
- Learning by utilising the ICT
- Relevant e-learning courses
- Educational courses
- Personal consulting by a professional or a colleague
- Other (please provide details).....

5.2. What competences the professionals need to develop to better cope with implementation of ICT in the process of addressing the issues of drop-out? Please assess the importance of the need for each competence (line item) by marking a box under the scale 1-5 (1 represents low importance; 5 represents high importance). Please feel free to add a competence and assess them similarly.

Description of competence (skill, capability)	1	2	3	4	5
Work with a PC and with standard software packages.					
Work with modern mobile technologies and smart phones.					
Competence in working with Internet, websites and social networks.					
User level proficiency in specific ICT education tools					
User level proficiency in ICT mobile applications					
Competences in developing simple ICT application					
Competences in development of ICT-supported projects in the area of prevention against and of addressing the consequences of dropping-out from education.					
Add your competences (insert as many rows as you consider necessary)					