ABEDiلi

NALA
National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Integrating digital into adult literacy practice

Survey of practitioners to inform developing a Train the Trainer programme

Co-funded by the Erasmus+ Programme of the European Union

About this report

This report is part of the Erasmus + ABEDiLi - Adult Basic Education Digital Literacy project. The goal of the ABEDiLi project was to empower adult literacy educators to identify useful digital options and concepts and to incorporate them into their teaching strategies. The aim of the project was to enhance the digital skills of literacy educators, giving them the tools to transfer digital skills and confident to their learners.

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Background

Between 2020 and 2022, the National Adult Literacy Agency engaged with partners across the European Union on the innovative Erasmus + ABEDiLi – **A**dult **B**asic **E**ducation **Di**gital **Li**teracy project[1].

The goal of the ABEDiLi project was to empower adult literacy educators to identify useful digital options and concepts and to incorporate them into their teaching strategies. The aim of the project was to enhance the digital skills of literacy educators, giving them the tools to transfer digital skills and confident to their learners.

There were seven partners across seven countries involved in this project:

1) Germany: Niedersächischer Bund für freie Erwachsenenbildung e.V
2) Ireland: National Adult Literacy Agency, NALA.
3) Sweden: ABF Göteborg Vuxenutbildning AB
4) Finland: Valo-valmennusyhdistys ry
5) Slovenia: LJUDSKA UNIVERZA ORMOZ
6) Croatia: Public open university Andragog
7) Serbia: Skola za osnovno obrazovanje odraslih

[1] The project was funded under Call 2020 Round 1 KA2 – Cooperation for innovation and exchange for good practices.

Four intellectual outputs (IOs) were delivered as part of this project:

1) IO1 e-Pool Open Education Resource[2] (OER): The e-Pool collected, categorised and analysed digital tools and materials which are of use to adult education practitioners. These were published in Google Education Apps and localised with appropriate tools and language for each partner country. IO1 was led by the Swedish partner, ABF Göteborg Vuxenutbildning AB.
2) IO2 Digital Education Escape Room (DEER): The DEER was a virtual reality escape room demonstrating how educators could use virtual reality in basic skills programmes. IO2 was led by the German partner, Niedersächischer Bund für freie Erwachsenenbildung e.V.
3) IO3 Train the Trainer: The Train the Trainer programme was designed for basic skills educators across the seven countries to assist them to integrate digital into their teaching practice. IO3 was led by Irish partner, the National Adult Literacy Agency, NALA.
4) IO4 Handbook: The handbook described the e-Pool, DEER and Train the Trainer programme and was designed to support sustainability of the project. IO4 was led by the Finnish partner, Valo-valmennusyhdistys ry.

For more on the project, go to https://abedili.org/.

IO2 Train the Trainer

As per the project application, Train the Trainer is the modular training concept in the form of blended learning where the adult basic trainers are be introduced into the notions and definitions of digital world, experience the digital tools themselves, work together on site and online in order to become successful multipliers. The course was aimed at facilitating the educator of the future with flexibility and methods knowledge while using digital tools in a rapidly changing and demanding world.

[2] Available online: https://sites.google.com/view/e-pool/home?authuser=0

NALA, as the lead partner in IO2, Train the Trainer, engaged in a five-stage process in the development of the programme:

1) Secondary research
2) Analysis of IO1
3) Primary Research
4) Development
5) Pilot and test

This document sets out the findings of stage 3, primary research.

Introduction

This document presents the survey design, data collection method and data analysis results of the survey administered to the target group, i.e. basic skills educators working in Germany, Ireland, Sweden, Finland, Slovenia, Croatia, and Serbia as part of the ABEDiLi project.

The findings are drawn from a total number of respondents (n=193) who undertook the 'Survey oftutors on using technology in their practice' in Germany (n=31), Ireland (n=14), Sweden (n=46), Finland (n=21), Slovenia (n=31), Croatia (n=24) and Serbia (n=26). This survey aimed to establish respondents experience and opinions on how they integrate technology into teaching practice. The target number of responses for the survey of 100 was far exceeded, with Sweden having the greatest response (n=46 responses). This section concludes with an overview of the key findings and general conclusions from the survey on tutors use of technology in their practice, 'Survey of tutors on using technology in their practice'.

Survey Design

The purpose of the study was to gather information from tutors on what would most benefit educators on an integrating digital Train the Trainer programme. There were three main objectives, understanding:

1. Educators use of technology in teaching practice;
2. Educators familiarity with technology frameworks and digital tools;
3. Preferred methods of delivery.

Survey responses will be used to inform the development of the Train the Trainer programme. Three themes were identified from the objectives:

- Use of technology in the classroom;
- Digital frameworks and tools used in practice;
- Delivery of the programme.

These themes were used to formulate twelve questions for the survey of educators in bringing technology into their practice. The themes and questions were used in the next step ‘Data Collection Method and Data Analysis Results’.

Data Collection Method and Data Analysis Results

The questionnaire was compiled and answers were gathered by NALA Ireland, using an online survey on Google Forms. A separate Google Form was provided to each of the seven partner countries so that they could translate it into their own country's language. The survey was designed to gather both quantitative and qualitative data. The answers to questions provided a set of tick box options to gather quantitative data. The option to provide a qualitative response was given to participants for half of the questions, using a text box called 'other' where educators could type in their open response. The Google 'Responses' pages of the online survey were downloaded onto NALA's Microsoft Office, Share Point and stored for analysis. The survey was anonymous so there was no identifying information requested of respondents.

The data analysis results are divided into the three themes identified in the objectives and are analysed next under these headings:

- Use of technology in the classroom;
- Digital frameworks and tools used in practice;
- Delivery of the programme

Use of technology in the classroom

Respondents were asked to reply to questions related to their experience in using technology in the classroom. The responses varied across the seven countries.

Educators' experience in using technology in the classroom

As indicated in Table 1 and Figure 1, close to half of the respondents (43%), have a lot of experience in using technology in the classroom. Overall, 38% have some experience, while 19% have little or no experience with using technology in their practice. Of note, is

that responses differed across all seven countries. It can be seen that Finland (29%), Slovenia (23%), and Germany (16%), had much lower numbers of educators who have a lot of experience in using technology. By comparison, a high number of educators in Ireland (71%), Sweden (61%), and Croatia (61%), have a lot of experience with technology in their practice. Just close to one-fifth of the participants (19%) have little or no experience in using technology.

Country	Little or no experience	Some	A lot
Finland	14%	57%	29%
Slovenia	3%	74%	23%
Germany	45%	39%	16%
Ireland	7%	21%	71%
Sweden	0%	39%	61%
Croatia	35%	4%	61%
Serbia	31%	31%	39%
Overall	19%	38%	43%

Table 1 Educators' experience in using technology in the classroom

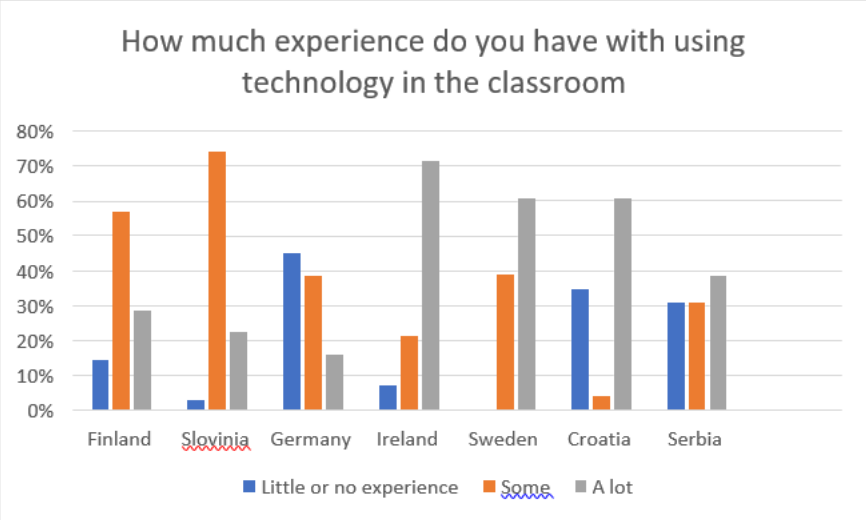

Figure 1: Educators' experience in using technology in the classroom

Educators' students' experience with using technology in the classroom

Table 2 and Figure 2 shows that over half of the respondents' students' (53%), have some experience in using technology in the classroom. While a quarter has little or no experience in using technology in the classroom (24%). The same percentage have a lot of experience (24%) in using technology in the classroom. Comparing the data in Figure 3, to the data displayed in Figure 1, it can be seen that students have much less experience than educators in using technology in the classroom.

Countries	little or no experience	some	a lot
Finland	14%	81%	5%
Slovenia	10%	80%	10%
Germany	16%	45%	39%
Ireland	29%	71%	0%
Sweden	20%	65%	15%
Croatia	39%	2%	59%
Serbia	39%	23%	39%
Overall	24%	53%	24%

Table 2: How much experience educators' students' have with using technology in the classroom

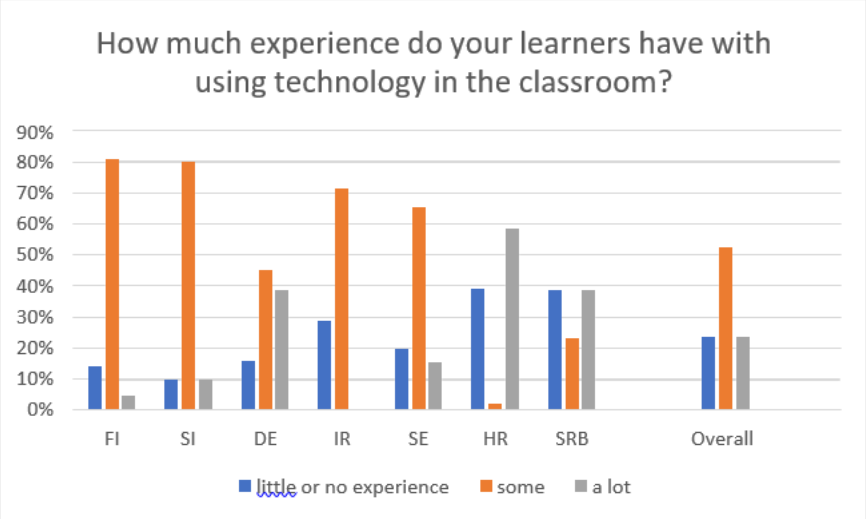

Figure 2: How much experience educators' students' have with using technology in the classroom

Educators' use of technology in their teaching practice

The findings displayed in Table 3 and Figure 3 indicate relatively low use of technology amongst basic skills educators in their teaching practice. Altogether, 39% of educators sometimes use technology in their teaching practice, while 35% use it often. A low percentage use it always (22%) while only 4% do not use it at all.

Country	No	Sometimes	Often	Always
Finland	0%	57%	29%	14%
Slovenia	0%	30%	44%	26%
Germany	10%	48%	32%	10%
Ireland	0%	36%	43%	21%
Sweden	0%	44%	30%	26%
Croatia	5%	13%	30%	52%
Serbia	15%	46%	35%	4%
Overall	4%	39%	35%	22%

Table 3: If educators' use technology in their teaching practice

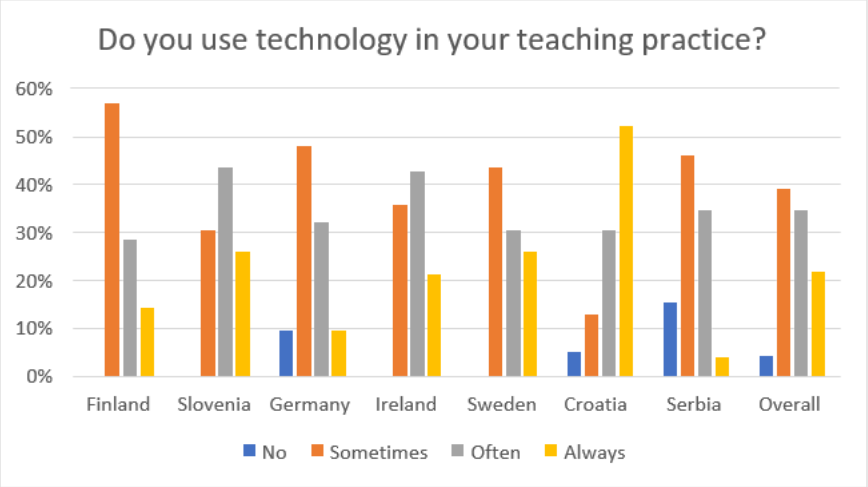

Figure 3: If educators' use technology in their teaching practice

Educators' challenges when using technology in the classroom

As displayed in Table 4 and Figure 4, the greatest issue for respondents is the digital skills of their learnerswith over half stating this is a challenge. Closely behind this is the time it takes to apply digital tools into their lessons, with 43% saying this is challenging. Nearly a third say a challenge is the time it takes to learn how to use a digital tool (32%). While close to the same percentage say that poor broadband in the classroom is their challenge. In the open responses, six educators (3%) said that devices, operating systems that do not work properly or need updates is a challenge (see appendix 1, open answers).

Country	My digital skills	The digital skills of my learners	The time it takes me to learn how to use a digital tool	The time it takes me to apply digital tools into my lessons	I have poor broadband connection in the classroom
Finland	48%	62%	19%	24%	48%
Slovenia	55%	48%	23%	48%	13%
Germany	-	65%	32%	45%	35%
Ireland	14%	93%	14%	21%	21%
Sweden	17%	-	54%	59%	24%
Croatia	9%	35%	22%	39%	30%
Serbia	19%	23%	62%	62%	39%
Overall	27%	54%	32%	43%	30%

Table 4: What challenges educators' have faced when using technology in the classroom

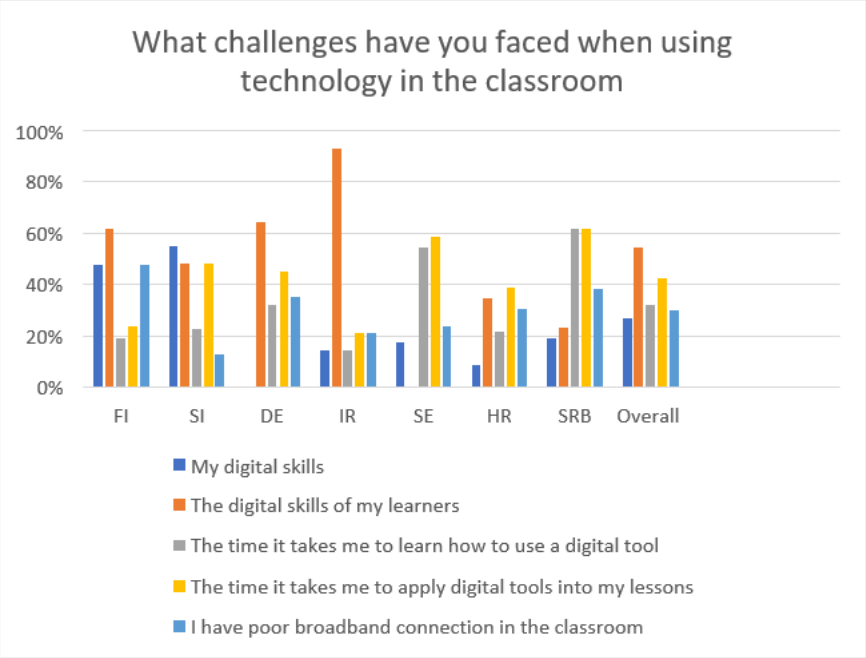

Figure 4: What challenges educators' have faced when using technology in the classroom

When educators' use technology in their teaching practice

The majority of respondents stated that they use technology to create content for their lessons, shown in Table 5 and Figure 5 (75%). In addition, a large percentage use it to deliver training (67%) and for planning their lessons (61%). Few respondents use it for assessment and feedback (42%) while the same number of respondents use it to support students' digital skills (42%). Over a quarter use itto support learners' basic skills in reading, writing, or maths.

Country	For planning my lessons	To create content for my lessons	For assessment and feedback	To deliver training	To support learners' basic skills in reading, writing or maths	To support students' digital skills
Finland	86%	67%	67%	67%	5%	24%
Slovenia	45%	55%	19%	77%	26%	58%
Germany	65%	77%	26%	45%	45%	45%
Ireland	50%	86%	43%	57%	50%	79%
Sweden	72%	89%	65%	89%	59%	65%
Croatia	59%	87%	52%	74%	9%	13%
Serbia	54%	62%	-	62%	8%	8%
Overall	61%	75%	45%	67%	29%	42%

Table 5: When educators' use technology in their teaching practice

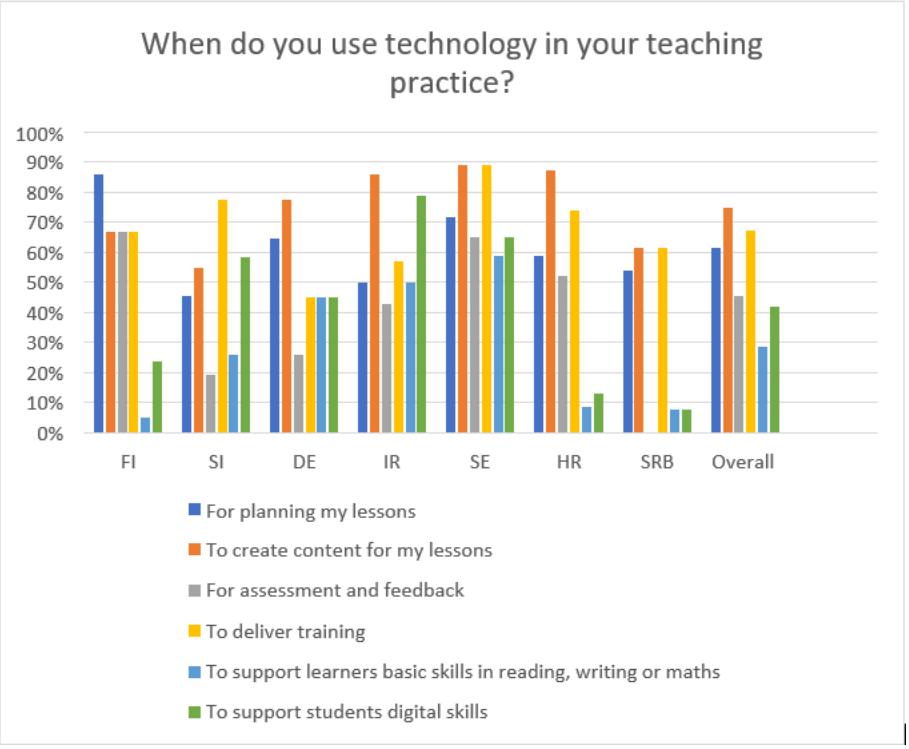

Figure 5: When educators' use technology in their teaching practice

Why educators' use technology in their teaching practice

A significant number of respondents replied that they use technology for student engagement, asshown in Table 6 and Figure 6 (60%). Over half use it for better learning outcomes while exactly halfuse it for collaboration.

Country	For student engagement	For collaboration	For better learning outcomes
Finland	62%	62%	29%
Slovenia	61%	77%	55%
Germany	58%	39%	65%
Ireland	71%	43%	57%
Sweden	69%	67%	82%
Croatia	52%	26%	26%
Serbia	46%	39%	69%
Overall	60%	50%	55%

Table 6: Why educators' use technology in their teaching practice

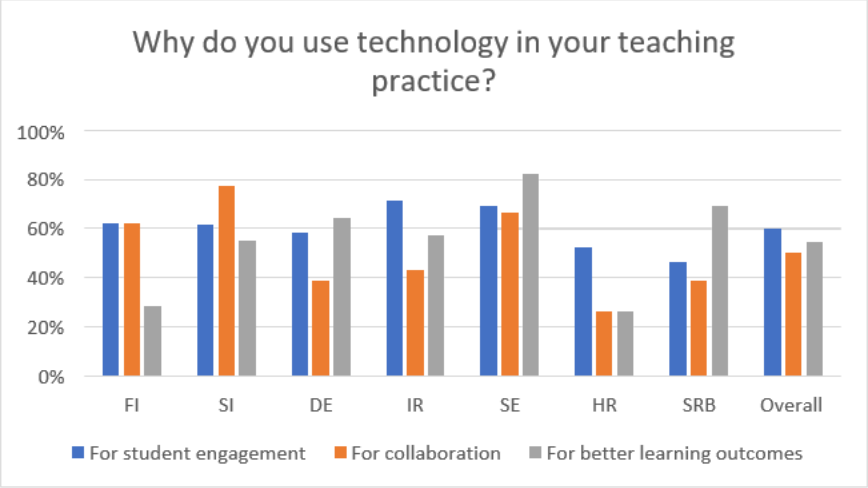

Figure 6: Why educator's use technology in their teaching practice

Digital frameworks and tools used in practice

Respondents were asked to reply to questions related to the use of teaching frameworks and digital tools used to integrate technology into teaching practice. Again, the responses varied across the seven countries.

Educators' use of teaching frameworks to bring technology into practice

Over half of the respondents do not use any teaching frameworks or models to bring technology into their practice, as displayed in Table 7 and Figure 7. The remainder of the respondents agreed that they use a framework to bring technology into their teaching practice (43%).

Finland	33%	67%
Slovenia	48%	52%
Germany	3%	97%
Ireland	64%	36%
Sweden	85%	15%
Croatia	35%	60%
Serbia	31%	69%
Overall	43%	56%

Table 7: Educator's use of teaching frameworks to bring technology into practice

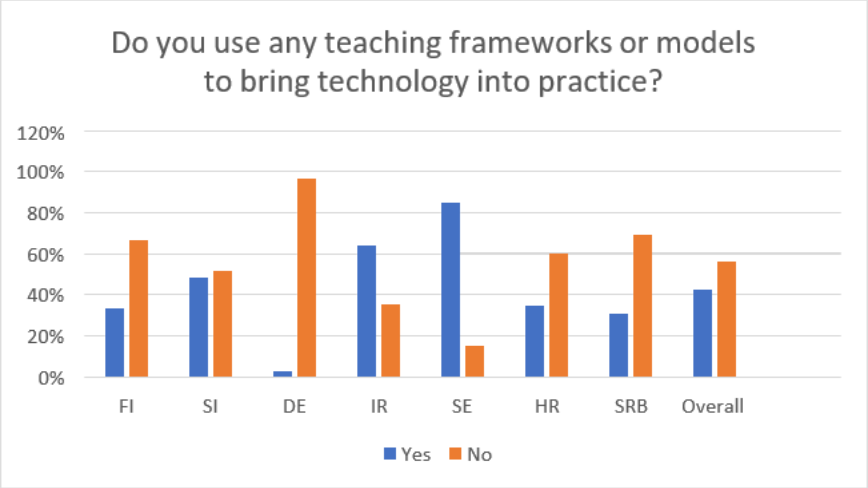

Figure 7: Educators' use of teaching frameworks to bring technology into practice

Educators' awareness of digital frameworks

Table 6 and Figure 8 shows that there is a significant gap in educators' awareness of digital frameworks to assist them in integrating technology into practice. Bloom's digital taxonomy is the most widely known (41%). Although it is not clear from this data whether respondents may be familiar with the traditional version of Bloom's taxonomy and not the updated digital version. Quite a low percentage of educators (17%) are aware of the European Framework for the Digital Competencies of Educators (DigCompEdu, the 21st Century Skills Framework, and the Padagogy Wheel). A very low percentage are aware of the other frameworks.

Country	Bloom's Digital Taxonomy	The Digital Teaching Professional Framework	The EU Framework for the Digital Competencies of Educators	The JISC Digital Capabilities Framework	The SAMR Model	21st Century Skills Framework	The Padagogy Wheel
Finland	0%	0%	0%	0%	0%	0%	0%
Slovenia	58%	3%	36%	3%	3%	13%	7%
Germany	0%	0%	3%	0%	0%	16%	10%
Ireland	83%	0%	17%	17%	0%	17%	83%
Sweden	20%	20%	20%	0%	40%	20%	20%
Croatia	56%	11%	44%	11%	11%	56%	0%
Serbia	70%	40%	1%	0%	0%	0%	0%
Overall	41%	11%	17%	4%	8%	17%	17%

Table 8: Educators' awareness of digital frameworks

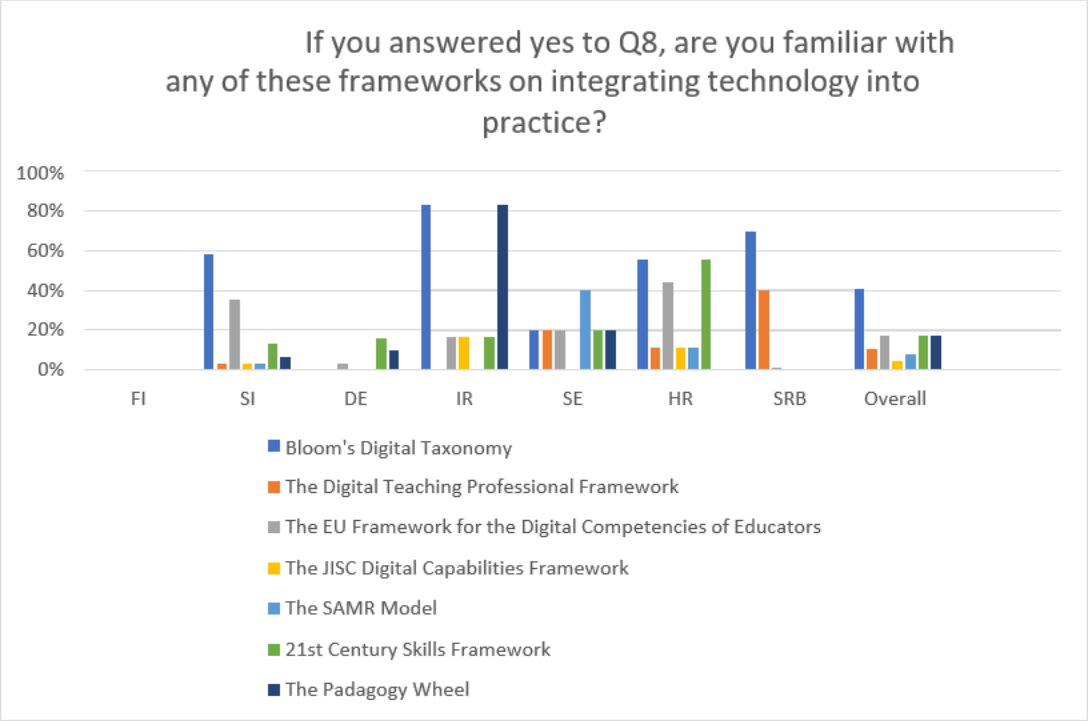

Figure 8: Educators' awareness of digital frameworks

Educators' use of digital tools in their teaching practice.

The vast majority of respondents are using some form of digital tool in their teaching practice, displayed in Table 9 and Figure 9 (81%). Only a small number of educators do not use digital tools in the classroom (19%).

Country	Yes	No
Finland	81%	19%
Slovenia	100%	0%
Germany	48%	52%
Ireland	93%	7%
Sweden	98%	12%
Croatia	83%	13%
Serbia	67%	33%
Overall	81%	19%

Table 9: Educators' use of digital tools in their teaching practice

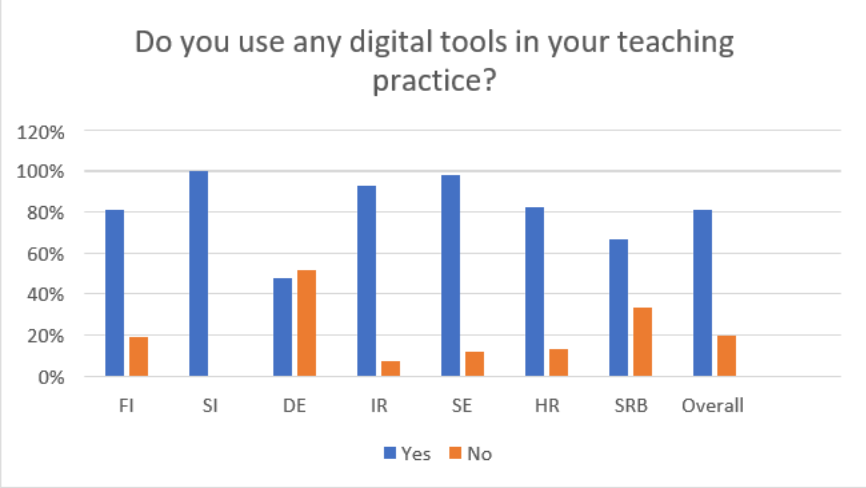

Figure 9: Educators' use of digital tools in their teaching practice

Digital tools used in teaching practice

Table 10 and Figure 10 show that Zoom is by far the most popular digital tool used by educators for delivery (65%), with Google Classroom being used much less (25%). Kahoot is used frequently (41%), while Mentimenter, a similar quiz, and assessment tool is less used often (22%). Padlet, a form of online notice board is used by just over one-fifth of

educators. It is worth noting that in the open answer 7% of educators (n=14) said that they use Microsoft Teams (see appendix 1 for full open answers).

Country	DeepL Translate	50 Languages	Google Classroom	IdeaBoardz	Immersive Reader	Kahoot	Mentimenter	Padlet	Pons Online Dictionary	Zoom
Finland	0%	0%	0%	0%	0%	50%	6%	44%	0%	50%
Slovenia	3%	13%	23%	0%	0%	48%	48%	13%	42%	87%
Germany	3%	3%	6%	6%	3%	13%	23%	26%	16%	42%
Ireland	0%	0%	31%	0%	23%	54%	23%	31%	0%	69%
Sweden	2%	0%	13%	2%	0%	50%	20%	22%	0%	87%
Croatia	5%	0%	52%	0%	0%	29%	10%	10%	0%	81%
Serbia	11%	0%	53%	0%	0%	42%	21%	5%	0%	42%
Overall	3%	2%	25%	1%	4%	41%	22%	21%	8%	65%

Table 10: Which digital tools are used in teaching practice

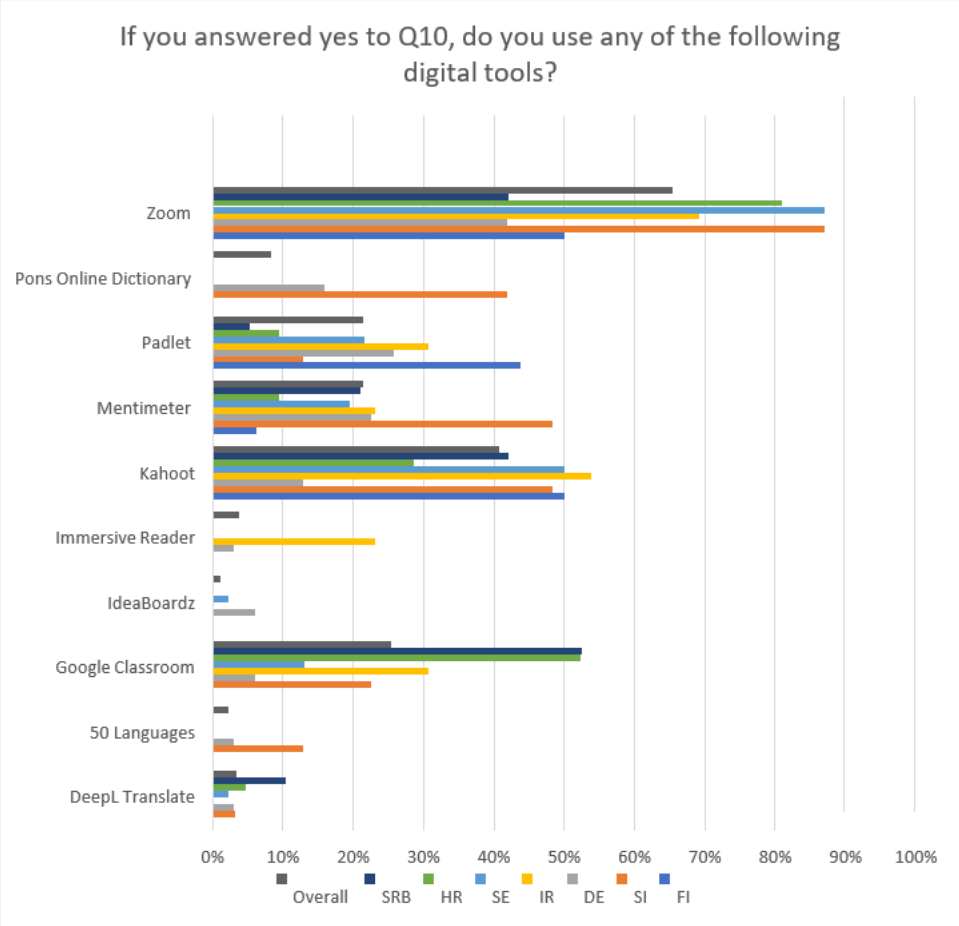

Figure 10: Which digital tools are used in teaching practice

Delivery of the programme

Table 11 and Figure 11 shows the most requested method for delivery is some standalone and some face- to-face (blended), with 37% responding to this. Over one-fifth would like some standalone online and some live online delivery. Slightly less than that want face-to-face delivery (20%). Closely behind that are respondents that want live online sessions (18%). Just a small number of respondents want standalone self-passed online delivery (asynchronous, library, 9%) as a method of delivery.

Country	Face-to-face delivery (fully synchronous offline)	Live online sessions (fully synchronous online)	Standalone self-passed online delivery (asynchronous, library)	Some stand-alone and some face-to-face (blended)	Some stand-alone online and some live online (blended)
Finland	24%	33%	0%	14%	24%
Slovenia	16%	16%	6%	52%	10%
Germany	35%	45%	19%	39%	23%
Ireland	21%	0%	0%	43%	29%
Sweden	20%	9%	22%	46%	3%
Croatia	9%	17%	4%	26%	44%
Serbia	15%	8%	15%	39%	23%
Overall	20%	18%	9%	37%	22%

Table 11: Method of delivery for a Train the Trainer programme

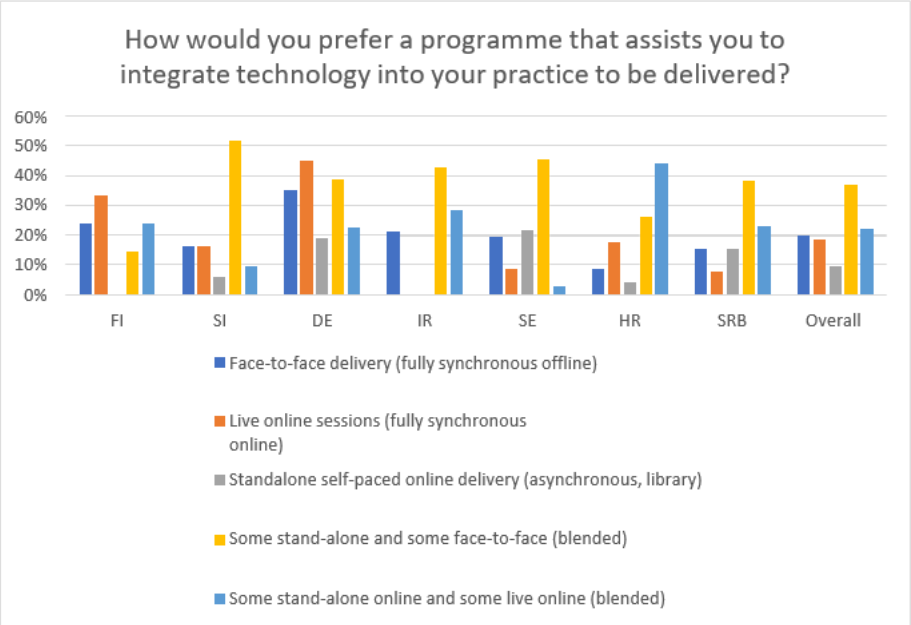

Figure 11: Method of delivery for a Train the Trainer programme

Overview of key findings of survey on tutors use of technology in their practice

Each country differed in response rates. The sampling frame did not use a stratified design and therefore, each country was treated as a separate stratum. The target number for the study was exceeded, with most countries being well represented and Sweden being the most represented.

Use of technology in the classroom

- Most educators had either a lot or some experience in using technology in the classroom. This varied between the seven countries, with Ireland having well over four times more educators with a lot of experience, compared to Germany.
- Educators' learners differed in their experience in using technology in the classroom. Only a small portion had a lot of experience with variances in the seven countries.
- Across all seven countries, there was low use of technology in the classroom, with not many tutors using it often.
- Educators were most challenged with their learners' digital skills and the time it takes them to apply technology into their lessons. Serbia was an exception, with few tutors finding the digital skills of their learners a challenge, and Ireland did not seem to be challenged with the time it takes them to integrate digital tools into their lessons.
- Other challenges experienced by about a third of educators were the time it takes to learn how to use a digital tool, poor broadband, and their digital skills.
- The majority of educators use technology to create content for their lessons

and to deliver training. Sweden had the highest number of educators using it to deliver training, with Germany using it less than half the time Sweden did.

- A high number of educators also use technology for planning their lessons, while some use it to support students' digital skills.
- A low number of educators use technology to support basic skills education except for Ireland, Sweden and Slovenia.
- Most educators use technology for student engagement.
- Over half the educators use it for better learning outcomes, with the exception of Croatia and Finland.
- Exactly half use it for collaboration with Croatia using it just a quarter of the time.
- Most educators are using some form of digital tool in their teaching practice. Only a fifth do not use digital tools in the classroom (except for Germany where nearly half of educators do not).
- Zoom is by far the most popular digital tool used by educators for delivery.
- Kahoot is used by a significant number of educators while Google Classroom, Mentimenter, and Padlet are used by some.

Digital frameworks and tools used in practice

- Over half of the educators said they do not use any digital teaching frameworks. Germany had the highest number of educators that do not use frameworks (almost all), while Sweden had the lowest number, with the majority of their tutors using a framework.
- Less than half of all educators use digital frameworks to bring technology into their practice.
- There is very low awareness of digital frameworks for integrating technology into practice.
- The only framework known by some educators (two-fifths) is Bloom's Digital Taxonomy, and educators may recognise this name from the traditional Bloom's taxonomy and not the updated digital version. Germany and Finland

were not aware of this framework at all.

- All frameworks outside of Bloom's Digital Taxonomy are not recognised to any great degree.

Delivery of the programme

- The most requested method for delivery is blended learning with some standalone and some face-to-face delivery. Sweden is most in favour of this method with over half requesting it, while Finland is least in favour of this mode of delivery at just over one-tenth requesting it.
- The next most popular choice is some standalone online and some live online delivery.

Conclusions and implications from the survey on tutors use of technology in their practice

The general conclusion is that there is low use of technology in the classroom, that educators' students have little experience with it, and educators are not familiar with technology frameworks to support its use. The data reveals that educators have varying degrees of experience with technology and use mainstream digital tools in their practice. Educators use technology most for content creation, lesson planning, engagement, better learning outcomes, and collaboration.

Based on these findings, the following recommendations are proposed for the Train the Trainer programme:

1. It is targeted at entry-level.
2. The content focuses on introducing educators to the use of technology frameworks and widely used digital tools.
3. The frameworks introduced centre on using technology for content creation and lesson planning.
4. The programme will target enhancing the participants' use of technology for engagement, better learning outcomes, and collaboration.
5. Participants are empowered to continue to their learning journey beyond the programme and independently develop their skills at higher digital competency levels.
6. The programme be delivered using a blended delivery model.

Research limitations

The main limitations are sampling limitations, human variable limitations, target group representation, and generalisability of the results. Purposive or available sampling was used as the sampling frame, and hence all cofounders could not be controlled. The final number of respondents who took the survey in each country varied from country to country. The varying response rates may limit the comparative value of the survey data. While educators in Sweden were well represented, there was lower representation for Ireland.

Appendix 1:
Open responses to Survey

Question 5: What challenges have you faced when using technology in the classroom?

Finland

- Open response 1: I have worked with a target group that would need support in their own first language or in simple Finnish. Many of the digital learning platforms and applications do not support this (the content is hard to understand or it is in a language that is foreign to the participant.) All of the participants may not necessarily have a good internet connection or digital devices at home, so coaching/basic skills training may not be possible on remote. In this case, being able to attend physically has to be as easy as possible from the participant's [adult learner] point of view.
- Open response 2: The physical spaces and the devices available at our organization may not always allow the usage of technology.
- Open response 3: Devices that do not work properly.

Sweden

- Open response 1: Learners different levels of technical knowledge.
- Open response 2: The learners often have old mobile phones/operating systems.
- Open response 3: That the technology does not work. That the learners do not master the technology if they are to do something independently. This only applies in certain cases.
- Open response 4: To have time and opportunity to learn new digital skills.
- Open response 5: Connection and sometimes time.

- Open response 6: That the learners have little or no digital competence. It takes a lot of time forthem to understand and learn.
- Open response 7: That the learners need help every day with the same step.

Ireland

- Open response 1: Lack of upgraded laptops.

Germany

- Open response 1: (4 responded with this) No available devices for learners
- Open response 2: internet access only for teachers
- Open response 3: problems with smartboard
- Open response 4: Updates

Slovenia

- Open response 1: I have bad broadband connection in class

Serbia

- Open response 1: The time it takes me to acquire the skills for a new tool.
- Open response 2: I don't use technology.

Croatia

- Open response 1: Do my learners have the equipment

Question 6: When do you use technology in your teaching practice?

Finland

- Open response 1: In information searching and as a platform for training.

Germany

- Open response 1: Content development

- Open response 2: Listening tasks
- Open response 3: Helpful tools for knowledge transfer

Serbia

- Open response 1: I don't use technology.

Question 7: Why do you use technology in your teaching practice?

Finland

- Open response 1: It makes the planning of the work more versatile and faster (digital tools, search engines, possibility to save big amounts of data and the relevant information is easy to access when I need it).
- Open response 2: To teach working life skills and support the learners to develop them.

Sweden

- Open response 1: To convey different digital tools to the learners

Ireland

- Open response 1: To make the learning more experiential and to vary my method of delivery
- Open response 2: It is important for the students to have digital and computer skills.

Germany

- Open response 1: Listening
- Open response 2: Because of Corona virus
- Open response 3: For variety
- Open response 4: For self-learning management

Serbia

- Open response 1: I don't use technology.

Question 9: Are you familiar with any of these frameworks on integrating technology into practice?

Finland

- Open response 1: When integrating technology, I don’t use any specific theoretical framework. If I use digital tools, I concentrate more into plain language and gender- and cultural sensitivity.
- Open response 2: I use more social works frameworks

Croatia

- Open response 1: I answered no

Slovenia

- Open response 1: By feeling
- Open response 2: Demonstration method

Question 11: If you answered yes to question 10, do you use any of the following digital tools?

Ireland

- Open response: WhatsApp
- Open response: (3 responses) MS Teams
- Open response: Adobe

Germany

- Open response 1: Edudip
- Open response 2: Dict.cc

- Open response 3: Vhs.cloud
- Open response 4: Moodle
- Open response 5: Bigbluebutton

Slovenia

- Open response: (7 responses) Teams
- Open response: Teams Viewer
- Open response: Skype
- Open response: Spletna

Croatia

- Open response 1: Word wall
- Open response 2: One Note
- Open response 3: Teams

Serbia

- Open response: (2 responses) Edmodo
- Open response: Quizizz
- Open response: Prez

Question 12: How would you prefer a programme that assists you to integrate technology intoyour practice to be delivered?

Finland

- All of them are good options

The National Adult Literacy Agency (NALA) is a charity and membership based organisation. We work to support adults with unmet literacy, numeracy and digital literacy needs to take part fully in society and to have access to learning opportunities that meet their needs. NALA does this by raising awareness of the importance of literacy, doing research and sharing good practice, providing online learning courses, providing a tutoring service and by lobbying for further investment to improve adult literacy, numeracy and digital skills.

ABEDiLi (Adult Basic Education Digital Literacy) project partners:

Visit the project website for further information: **https://abedili.org/**

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NALA
National Adult Literacy Agency
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