



WP2. Task 4.

Summary Common Report Focus Groups on Digital Skills

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Focus-Group Summary Evaluation Report – Partner Schools

*Findings from the student, teacher, and family focus-groups run by the four DigiGap partner schools. These data points are the evidence base for the upcoming **Digicompbook**.*

Participant Profile – Focus-Groups by School

Partner School & Country	Students	Teachers	Families
Moraitis School, Greece	57	6	29
Carlos V School, Spain	52	20	55
NSH Technological HS, Romania	50	5	20
Primary School in Podłopień, Poland	50	6	35

Total persons engaged: 209 students · 37 teachers · 139 family members

1. Detailed Focus-Group Findings

A. Student Perspectives

- **Usage & confidence** – Daily computer use is high in Spain & Greece; in Romania only **18 %** of pupils use a computer daily while **60 %** do so “rarely.” Polish pupils feel **82 %** confident with Office tools, yet **16 %** still need regular help.
- **Skill gaps** – Main shortfalls: rich-media creation (videos, infographics), information/AI verification, and layered cyber-safety. In Romania **78 %** rely solely on strong passwords.
- **Structural barriers** – Slow internet (Poland, Spain); limited devices (Spain, Romania); distraction from short-form media (Greece).
- **Wish-list** – Hands-on labs in video editing, coding, trustworthy-news checks, faster Wi-Fi, and guided AI-chatbot practice.

B. Teacher Perspectives

- **Classroom practice** – Spanish teachers use digital tools daily; Romanian teachers mostly “a few times a week.” Greek practice sits between but is hampered by ageing hardware.
- **Pain-points** – Time to explore new platforms (Greece, Spain); outdated PCs/patchy connectivity (Greece, Romania, Poland); and managing online distraction (Spain, Romania).
- **Professional-development needs** – Practical, tool-specific sessions (Canva, AI, interactive content, data privacy); preference for recurring workshop “sprints” over one-off lectures.

C. Family Perspectives

- **Digital readiness** – Greek households report high access and comfort with Teams/Zoom; Spanish families manage e-gov portals but struggle with device set-up. Romanian parents feel under-prepared to guide homework online. Polish parents are generally confident yet **64 %** would still phone the bank to check potential phishing e-mails.
- **Training appetite** – 70 % of Polish and 60 % of Romanian parents want free digital-skills training, favouring step-by-step, jargon-free guidance.

2. Cross-Country Insights

1. **Surface skills vs. deep literacy** – “Click-and-scroll” familiarity masks large gaps in content creation, source evaluation, and entrepreneurial tech use.
2. **Motivation outpaces resources** – Teachers are keen but constrained by time and ageing hardware.
3. **Parents as allies** – Strong parental demand for practical digital know-how remains largely untapped.
4. **Cyber-safety anxiety** – Students lean on single-layer passwords; many parents mistrust online banking.
5. **Bandwidth & rural divides** – Connectivity issues consistently slow progress, especially outside urban centres.

3. Priority Topics Identified in the Focus-Groups

(These sixteen topics constitute the raw content to be addressed in Digicombook.)

#	Topic	Evidence from focus-groups
1	Docs / Office / Canva fundamentals	16 % of PL students “not confident”; RO teachers confirm tool gaps
2	E-mail mastery & etiquette	RO families struggle with attachments; PL parents note minor issues
3	Smart web search & fact-checking	10 % RO students “don’t know how”; ES teachers seek climate-info resources
4	Navigating online government services	18 % PL parents stumble; RO families request training
5	Cyber-security essentials	78 % RO students rely on passwords only; PL parents only “moderately” confident
6	Spotting fake news, scams & deepfakes	39 % RO students not confident; phishing worries in PL families
7	Personal-data protection & privacy	ES & RO teachers call for deeper coverage

8	Engaging digital-content creation	#1 request of ES teachers; 24 % RO students need it for jobs
9	Professional social-media management	Top future skill for PL students; teachers need curricular support
10	Online promotion & basic e-commerce	34 % RO students and 53 % RO families want this skill
11	Using AI for productivity	Rising interest among ES teachers and RO students
12	MOOCs & self-learning pathways	70 % PL parents keen on up-skilling opportunities
13	Digital financial literacy & e-banking	Parents request budgeting-app and safe-banking guidance
14	Time-management & productivity apps	Teachers need workload-taming tools; parents short on time
15	Digital well-being & screen-time balance	Student distraction plus teacher concern across ES, GR, RO
16	Climate-information verification	Half of RO students unsure; ES teachers need ready-to-teach materials

4. Conclusion – Key Message from the Partner-School Focus-Groups

Across four partner schools, **students want to create, teachers want to innovate, and families want to keep everyone safe**. These sixteen priority topics give a precise blueprint for Digicombook, ensuring the final resource is firmly grounded in the real-world needs voiced during the focus-groups.

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