An educational framework to develop digital literacy

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Content

I. Introduction

1. Aim of the Mapping Digital Methods Applied in Adult Education in Partnership

The main objective of the project is to ensure that partner organisations can expand their toolbox of methods for developing adult digital competences and digital awareness through learning from each other. Partner organisations share the methods they apply in the provision of services/guidance for adults with low digital skills, in determining the level of digital competence and its recognition in studies, the wide use of digital tools in adult education, the preparation of trainers for digital education, in differentiated (e.g.: adults of different generations, therefore with different digital skills structures) teaching methods.

Our further goal is to network organisations that are stakeholders in adult learning and employment; strengthen cooperation, and this way exchange experience in the operation of local cooperation systems.

Employment organisations do not organise trainings, but participation is supported through complex labour market programmes (including services and training aid). The aid is awarded to the jobseekers, and in case of the employed, to the employer. They operate a demand-driven labour market training system; trainings for qualifications that meet the needs of the labour market are implemented by officially licensed adult education institutions cooperating with them.

One important element of labour market trainings is the development of basic skills, including digital skills – required both for learning and employment - for people in employment and for jobseekers. Low-skilled adults can only join higher levels of education matching employers' needs after catching-up. However, the success of access to learning opportunities also depends on the quality of counselling. By implementing the project, employment bodies want to contribute to better addressing demand and supply needs in the labour market through developing human resources, renewing existing methodologies, integrating innovative approaches into day-to-day work of their staff and the organisation.

The development of basic skills, including digital competences in adults, and the application of modern methods (including digital teaching methods and tools) facilitating differentiated teaching (taking into account the needs of adults with different skills and motivation levels,

and of different age groups) require specific teacher competences and preparedness. The two Hungarian, the German, the Spanish and the Estonian partner organisations are adult education providers, thus, from their point of view, an important objective for the dissemination of digital education is to increase the capacity of their institutions to use digital technology, improve the methodological training of their teaching professionals and to improve the effectiveness of counselling in order to utilise the benefits of innovation.

By implementing the project, from the point of view of adult education institutions, we would like to achieve the increase of methodological knowledge of adult education professionals in the field of digital skills development and digital awareness development of adults, as well as in education that can match the needs of adults of different backgrounds and utilise the achievements of digitalisation.

2. Aim of the framework

Preparation of a framework for continuing training to provide methodological training for adult learning practitioners. Our aim is to create a system for adult education institutions working in the European Union. By using and applying this system, institutions, organisations and companies will be able to easily and quickly train the adults they recruit, or even their employees, anywhere in the EU, to bring their basic digital skills up to the appropriate level. Digital literacy is necessary to use government online systems, to operate online banking spaces, to create digital security and to acquire additional knowledge elements. The framework targets three groups of learners who can be trained to achieve these objectives and who can be expected to develop digital literacy at a consistent level in adult learning. Our framework includes support for the development of digital skills, support for the use of digital learning materials and the expected learning outcomes necessary for the application of differentiated teaching methods.

3. Methodology of developing the framework

The framework was developed with the participation of organisations with significant methodological, professional and training development experience. The Spanish and Hungarian higher education institutions have decades of experience in both digital competence education and training development and content delivery, while the Estonian

partner helps schools, universities and companies to disseminate innovation, and is involved in the experimental development of the science and engineering sector.

The companies started from an educational framework based on international experience and then jointly defined, in a workshop, the objectives and target groups to be addressed by the development. After the definition of the target groups, a common conceptual framework was defined and finally the learning outcomes structure was developed, in which the elements of "knowledge, skills, attitudes and autonomy/responsibility" were defined. The content of the three content-distinct frameworks was developed by one partner each, while a preliminary working document was finally produced to compile a coherent format. This working document will be commented by the partner institutions of the partners involved in the proposal and, once the modifications have been made, the final version will be adopted by the consortium. After translation into the languages of the countries concerned, the framework programme will be disseminated and presented by the partners.

4. Concept system (definition) of learning outcomes

'Learning outcome is a description of the output requirements that can be achieved by learning at the end of the learning phase, an action-level description of the competences defined in context, in the terminology of knowledge + ability + attitude + autonomy/responsibility, corresponding to the Hungarian Qualifications Framework.'[1] When using a learning outcomes approach, the focus is on the level of knowledge the student has after a particular course or training programme; how well he or she acquired and understands it; and how he or she can apply his or her acquired knowledge and on what level of autonomy. The aforementioned level describing categories or descriptors are therefore knowledge, ability/ skills, attitude and autonomy/responsibility.

Knowledge:

Expected knowledge of the relevant field should be described in this category. What is written here shows what concepts, lexical parts of the subject, and their contexts as knowledge should be acquired at a given level. 'Knowledge of notions, concepts, facts, definitions, rules, descriptions, laws, theories, systems, relationships, rules belongs to the category of

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[1] Farkas Éva (2017): Tanulási eredmény alapú tanterv- és tantárgyfejlesztés a felsőoktatásban, Juhász Gyula Felsőoktatási Kiadó, p. 133.

knowledge'.[2] It is important to determine the depth and extent of this knowledge and to record it in a profession-specific manner. In this handbook, you can find a good breakdown by field of expertise both well-formulated, and not so well-formulated knowledge-based learning outcomes selected from the training and output requirements of the various courses.

Abilities / Skills:

'Ability (skills and abilities) means procedural knowledge, which is, knowledge-applying knowledge, and describes forms of procedural knowledge'.[3] Thus, in this case, the expected learning outcomes for the application of knowledge are formulated from the interpretation of the Hungarian Qualifications Framework, which describes skills from 'cognitive (logical, intuitive and creative thinking), and practical (manual dexterity, methods, materials, tools, instruments)' aspects. In this case, cognitive skills refer to the degree to which the student is familiar with the procedures needed to solve problems and problems in a given area and at what level they are capable of using them (be it routine operations or even complex strategies). Expected learning outcomes related to practical skills are statements of actual actions, activities, and ability to carry them out.

Attitude:

Attitude is an inner, emotional component, commitment, a set of perceptual questions and evaluative attitudes related to the profession and work. Attitudes are manners and behaviours that can apply to both learning and work. Attitudes are related to knowledge, ability and independence. The attitude category includes, for example, formulas that indicate a person's interest, openness to a particular profession or area, and how receptive he is to a new profession, to know information, methods, willingness, and sensitivity in certain areas.

Autonomy / Responsibility:

'Each activity is characterized by the degree of autonomy and responsibility that a person can carry out the task /activity. That is, a person's ability to do individual work, and his/her need for control, assistance, and responsibility for participating in activities in the social environment'.[4] This descriptor must, therefore, describe the level of responsibility the student can perform in a given activity (that is, the responsibility for their work, and the work of

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[2] uo. p. 16.
[3] uo. p. 17.
[4] uo. p. 19.

others). It should also be stated here what degree of autonomy or willingness to cooperate can be expected from the individual in carrying out and implementing the given professional activity.

5. Defining the target group

In defining the target group, the partners aimed to cover all adult learning partners that could help adults to develop their digital competences. The target groups were developed in a workshop and the following target groups were identified:

Training providers: providers of training services aimed at developing the digital skills of adult educators. Training providers may work in adult education institutions (schools, universities, public/private organisations) or other programmes supporting adults. They can provide standard, calendar-based courses or ad hoc courses based on specific needs.

Trainers: trainers who work to develop the digital skills of adults. Trainers may work in adult education, adult learning or other adult support programmes, either as paid staff or as volunteers.

Curriculum developers: professionals or teams involved in the design and creation of educational curricula. They develop the overall framework, structure and content of a course or training programme. They work with subject matter experts, instructional designers and trainers to define learning objectives, identify key concepts and skills, and design learning activities and assessments.

By training the above three target groups, it is possible to ensure that the knowledge expected by social, economic and governmental organisations and with which the operation and use of their digital systems can be guaranteed, is presented in the right environment, with the right content and methods, through the training of adults' digital competence.

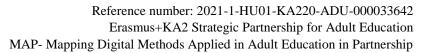# II. Framework for the training of digital literacy practitioners

1. An educational frameprogram to develop digital literacy for training providers

Created by: EFCC Estonian Fieldbus Competency Centre Oy

1. Objective: to create a framework for the methodological training of professionals working with trainers in adult education. The framework will include support for the development and improvement of digital skills, assistance in the use of digital learning materials and the expected learning outcomes required to apply differentiated teaching methods.

2. Target group: providers of training services to develop the digital skills of trainers that will work with adults. Training providers may work in adult education entities (schools, universities, public/private organizations) or other adult support programmes. They may provide standard calendar-based courses or "ad hoc" courses based on specific requirements.

3. Title of training: An educational framework to develop digital literacy for adult training providers.

4. Educational qualifications required for access to training: the educational qualification required for access to the training is EQF 6. These are highly qualified people, who are supporting the trainers in the development of the training plan.

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

5. Previous professional qualifications required: EQF Level 6

Knowledge	Skills	Responsibility and autonomy
Basic general knowledge	Basik skills required to carry out simple tasks	Work or study under direct supervision in a structured context

6. Duration of theoretical training (minimum and maximum number of hours): 80-100

7. Duration of practical training (minimum and maximum number of hours): 100-120

8. Professional requirement for education

   a. Description of the requirement:

The trainer must be able to create the infrastructure and software conditions at the training location with the available tools to help educators to acquire the appropriate content.

The instructor should be able to determine the level of requirements expected of the group on the basis of the applicants for the training and be able to form groups of applicants with different levels of knowledge.

The trainer should be able to develop the basic digital skills of educators enrolled in the organization:

−   Use of mobile phones and tablets (Android and IOS operating systems) as a platform for the installation and use of mobile applications.
−   Installation and use of mobile applications (Android and IOS operating systems)
−   Use of basic software on desktop or mobile computers (Windows and Linux operating systems, Microsoft Office suite or equivalents, email software, graphics programs, podcasting, video making, etc.).
−   Use of internet browsers (Google, Microsoft Edge, Chrome, Opera, Safari).
−   Use of social media services (Facebook, Linkedin, Instagram, Twitter).
−   Creation of basic web pages (Wix, Site123, Jimdo, Wordpress, Joomla!)
−   Use of software and online systems for private and public services available to the community (eCommerce, eBanking, eGovernment).

   b. Description of the learning outcomes of the training, output requirements:

Skills	Knowledge	Expected behaviours, attitudes	Responsibility and autonomy
Prepares the classroom for teaching	Knowledge of the conditions and technical requirements for training	Adapts to user needs and technical conditions	Independently carry out the technical preparations for the training
Identifies and selects relevant digital competences that ca be integrated into the training curriculum	Knowledge of selection methods, grouping skills and abilities	Seeks to best adapt to the needs of the trainees	Independently assessing the knowledge of the applicants and also independently classifies them into groups
Assesses the level of knowledge of training applicants and organise them into groups	Knowledge of selection methods, grouping skills and abilities	Seeks to best adapt to the needs of the trainees	Independently assessing the knowledge of the applicants and also independently classifying them into groups
Performs installation, update and basic configuration of operating systems (e.g. Windows, Linux, Android, iOS) and application software on PC and mobile devices. Use basic commands and features of Windows and Linux operating systems (e.g. file and directory management, setting permissions, operations with text and other kind of files, managing processes) in a graphical interface and command line	Knowledge about how to install and update operating systems on computers and mobile devices, their basic commands and features, and their basic configuration options	Strives to develop a software environment that adapts to user needs	Independently installing the required software and, if necessary, backing up data previously stored on the device
Connect the peripherals of a PC, install a new part or replace a part in a	Knowledge of the role of the most common components of the	Carrying out the operations accurately and in accordance with the regulations.	Observing and complying with work and accident prevention rules for

computer if necessary	home and office IT environment (PC, printer, mobile phone, WiFi router, etc.) and how they work. Knowledge of the main components of PCs and mobile devices (e.g. motherboard, CPU, memory) and their roles		IT equipment in the interests of his/her own and others' physical safety
Performs basic maintenance tasks on the IT and telecommunications equipment used by trainers (e.g. checking and cleaning ventilation and connections)	Understanding why regular and occasional maintenance of IT and telecommunications equipment is necessary. Knowledge of the basic maintenance procedures	Considering important to carry out preventive maintenance to achieve trouble-free continuous operation	Independently carrying out the basic technical maintenance of IT and telecommunications equipment used by trainers.
Set up a home or office network using a WiFi router, configure the WiFi router, connect and configure the network of wired and wireless devices (PC, mobile phone, set-top box, etc.)	Familiarity with the structure, basic technologies (e.g. Ethernet), protocols (e.g. IP, HTTP) and standards (e.g. 802.11 WiFi standards) of IT networks. Familiarity with the role, characteristics, connection methods and basic network settings of the main components of home and office networks (cabling, WiFi router, PC, mobile phone, etc.)	Seeking to know and understand user needs and keeping them in mind when designing the network	Independently carrying out the basic networking of IT and telecommunications equipment used by trainers
Apply key network security guidelines (e.g. use strong passwords, use virus protection, use firewalls, use of VPN)	Knowledge of the main network security principles, rules, attack types, and software and hardware protection methods	Selection of the most suitable network protection devices and methods	Independently carrying out the basic protection of the networks used by trainers

Finds and fixes hardware and software faults in home and small business IT environments	Knowledge of the most common faults in home and small business IT environments (e.g. faulty IP setup, loose connection) and how to troubleshoot them. Knowledge of the most common IT troubleshooting tools and procedures	Willingly solves errors in the IT environment	Self-contains the error. Independently solving simple problems, solving more complex ones with professional guidance
Apply social media systems, teach the conscious use of different social media platforms	Up-to-date information on social media and its conscious use	An open approach to meet user needs safely and securely with a focus on security	Self-guided training on how to connect to and use social media platforms
Introduces the IT services of its government, explains how to use them and demonstrates the benefits of the service to customers	Familiarity with the IT services of his/her government, ability to demonstrate them and to teach how to use the system	A supportive, customer-oriented attitude, able to find the right match between available systems and trainees' needs	Use and self-education on government online services
It introduces the IT services of the most important banks, explains how to use them, and shows customers the benefits of the service	Familiarity with banks' online services, ability to present them and to teach how to use the system	Instructs the services taking into account the safety regulations and the ethical and safety standards of the participants	Ability to navigate independently in the online systems and services of banking and financial service providers, and to provide training in them
Monitor the latest information technologies and trends (virtualisation, cloud technologies, IoT, artificial intelligence, machine learning, etc.) and apply them to their tasks, using Internet resources and knowledge bases	Up-to-date information on the latest information technologies and trends	Open and interested in the latest information technologies and trends	Independently gathering information on relevant professional platforms
Use office software effectively in your work.	Knowledge of the main functions and uses of office	Is open and interested in the latest office software	Is independently gathering information on the

	software.		effective use of office software and innovations in that regard
Communicate effectively with colleagues and trainees by choosing the appropriate form of communication (e-mail, chat, telephone, presentation, etc.)	Knowledge of the ethical and internal communication rules for different forms of communication (e-mail, chat, telephone, presentations, etc.)	Is constructive, cooperative and polite in his communication. He strives to provide quality solutions to his tasks that best meet the needs of his users	Communicates independently in relation to the tasks for which he/she is responsible, respecting the rules of communication
Apply the latest information technologies and trends (virtualisation, cloud technology, group video calls, etc.)	Basic working knowledge of the latest information technologies and trends	Is open to learning about new technologies and strives to use them effectively, in line with user needs and cost-efficiency requirements	Idependently applies the latest information technologies and trends (virtualisation, cloud technology, group video calls etc.)
Teaches how to access online databases and familiarises participants with the use of databases	Familiar with online databases, able to explain to participants how to use them	Open to learning about new databases, flexible in meeting needs	Ability to independently use and teach online databases

9. Material and equipment necessary for the training

Physical equipment:

- Mobile phone with IOS or Android operating system with online access

- Computer (tablet, laptop or client) running IOS or Windows with online access.

- External hard disk and USB stick

- Printer

Software:

Tools for teaching participants how to use their individual digital tools (WeSchool, TalentCards, Jforma)

Tools for the development of courses and tests (LearnWorlds, Constructor, Articulate 360)

Tools for distance meeting and learning (Zoom, Teams, Google Meet, Cisco Webex).

Tools for surveys (Menti, SurveyMonkey, SurveyMethods, Startquestion)

Tools for examination and certification (Canvas, YouTestMe GetCertified, Leapsome)

Tools for Continuing Education (Intuitive UX, Kaltura, Udemy, Instructure)

Mobile applications

- Browser

- Microsoft Office software package or compatible, one graphics program

- Access to the Internet

- Access to a cloud hosting service

- Access to government software
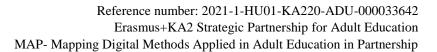
- Access to banking services

Moreover, the Training providers will be encouraged to create a reference multimedia library that will be accessible to all the involved parties.

10. Name of the modules and curricula groups required to complete the training:

    a. Software and application installation on mobile phones and computers

    b. Training on mobile phone applications

    c. Microsoft software package training

    d. Training on e-mail systems

    e. Social media systems training

    f. Government and banking services training

    g. Online database training

11. Name and level of qualification obtained

Title of qualification: Adult digital skills training provider

Level of qualification: EQF Level 6

12. The assessment is carried out by means of practical exercises per module, either face-to-face or online.

13. Determining the type and method of the examination

The exam is a practical exam in face-to-face or online format.

A micro-certificate may be awarded for certain elements of the training, provided that the trainee completes each module with the corresponding practical examination. If a micro-certificate is issued, the certificate must contain the following information:

• Identification of the learner

• Title of the micro-credential

• Country/Region of the issuer

• Awarding body

• Date of issuing

• Learning outcomes

• Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)

• Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable

• Type of assessment

• Form of participation in the learning activity

• Type of quality assurance used to underpin the micro-credential

2. An educational frameprogram to develop digital literacy for trainers

Created by: Kodolányi János University

1. Objective: to prepare a framework for the methodological training of adult education professionals. Our framework will include support for the development of digital skills, assistance in the use of digital learning materials and the expected learning outcomes required to apply differentiated teaching methods.

2. Target group: trainers working to develop the digital skills of adults. Trainers can work in adult education, adult learning or other adult support programmes, either as paid staff or as volunteers.

3. Title of training: An educational framework to develop digital literacy for trainers

4. Educational qualifications required for access to training: school leaving certificate, minimum EQF Level 4

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

5. Previous professional qualifications required for the adult: EQF Level 4.

Knowledge	Skills	Responsibility and autonomy
Basic general knowledge	Basik skills required to carry	Work or study under direct

	out simple tasks	supervision in a structured context

6. Duration of theoretical training (minimum and maximum number of hours): 60-80

7. Duration of practical training (minimum and maximum number of hours): 120-200

8. Professional requirement for education
   a. Description of the requirement:

The instructor must be able to create the infrastructure and software conditions at the training location with the available tools to help learners to acquire the appropriate content. The instructor should be able to determine the level of requirements expected of the group on the basis of the applicants for the training and be able to form groups of applicants with different levels of knowledge.

The trainer should be able to develop the basic digital skills of adults enrolled in the training. Skills in the use and training of digital devices: mobile phones (Android and IOS operating systems). Teaches the installation and use of mobile applications. Ability to use and teach the use of basic software on desktop mobile computers (laptops, tablets) (Microsoft Office, email software, graphics programs, etc.) Use and teach social media services. Use and train in the use of software for government services available to the community. Use and train in the use of online systems from major banking providers. Participates in learning and teaching participants how to use their individual digital tools. Performs tasks and work independently, without external assistance. In his/her work, he/she complies with the rules and legal framework (GDPR) on health and safety, health and IT ethics. Demonstrates ethical and patient behaviour towards trainees.

   b. Description of the learning outcomes of the training, output requirements:

Skills	Knowledge	Expected behaviours, attitudes	Responsibility and autonomy
Prepares the classroom for teaching	Knowledge of the conditions and technical requirements	Adapt to user needs and technical conditions	Independently carry out the technical preparations for the

	for training		training
Ability to assess the level of knowledge of training applicants and organise them into groups	Knowledge of selection methods, grouping skills and abilities	Seek to best adapt to the needs of the trainees	He/she independently assesses the knowledge of the applicants and also independently classifies them into groups
Performs installation, update and basic configuration of operating system (e.g. Windows, Linux, Android, iOS) and application software on PC and mobile devices. Use basic commands and features of Windows and Linux operating systems (e.g. file and directory management, setting permissions, operations with text files, managing processes) in a graphical interface and command line	You know how to install and update operating systems on computers and mobile computing devices, their basic commands and features, and their basic configuration options	It strives to develop a software environment that adapts to user needs	It independently installs the required software and, if necessary, backs up data previously stored on the device
Connect the peripherals of a PC, install a new part or replace a part in a computer if necessary	Know the role of the most common components of the home and office IT environment (PC, printer, mobile phone, WiFi router, etc.) and how they work. Knowledge of the main components of PCs and mobile devices (e.g. motherboard, CPU, memory) and their roles	Strive to carry out the operations to be carried out accurately and in accordance with the regulations	Observe and comply with work and accident prevention rules for IT equipment in the interests of his/her own and others' physical safety
Performs basic maintenance tasks on the IT and telecommunications equipment he/she is familiar with (e.g. checking and cleaning ventilation and connections)	Understand why regular and occasional maintenance of IT and telecommunications equipment is necessary. You know the most basic maintenance procedures	Considers it important to carry out preventive maintenance to achieve trouble-free continuous operation	
Set up a home or	Familiar with the	Seeks to know and	

office network using a WiFi router, configure the WiFi router, connect and configure the network of wired and wireless devices (PC, mobile phone, set-top box, etc.)	structure, basic technologies (e.g. Ethernet), protocols (e.g. IP, HTTP) and standards (e.g. 802.11 WiFi standards) of IT networks. Familiar with the role, characteristics, connection methods and basic network settings of the main components of home and office networks (cabling, WiFi router, PC, mobile phone, etc.)	understand user needs and keeps them in mind when designing the network	
Apply key network security guidelines (e.g. use strong passwords, use virus protection, use firewalls)	Knows the main network security principles, rules, attack types, and software and hardware protection methods		
Finds and fixes hardware and software faults in home and small business IT environments	Knowledge of the most common faults in home and small business IT environments (e.g. faulty IP setup, loose connection) and how to troubleshoot them		Self-contains the error. Solves simple problems independently, more complex ones with professional guidance
Apply social media systems, teach the conscious use of different social media platforms	Up-to-date information on social media and its conscious use	An open approach to meet user needs safely and securely with a focus on security	Self-guided training on how to connect to and use social media platforms.
Introduces the IT services of its government, explains how to use them and demonstrates the benefits of the service to customers	Familiar with the IT services of his/her government, able to demonstrate them and teach how to use the system	A supportive, customer-oriented attitude, able to find the right match between systems and trainees' needs	Use and educate yourself on government online services
Introduces the IT services of the most important banks, explains how to use them, and shows customers the benefits of the service	Familiar with banks' online services, able to present them and teach how to use the system	Instructs the services taking into account the safety regulations and the ethical and safety standards of the participants	Ability to navigate independently in the online systems and services of banking and financial service providers, and to provide training in them
Monitor the latest information	Up-to-date information on the latest	Open and interested in the latest information	Independently gather information on

technologies and trends (virtualisation, cloud technologies, IoT, artificial intelligence, machine learning, etc.) and apply them to their tasks, using Internet resources and knowledge bases	information technologies and trends.	technologies and trends.	relevant professional platforms.
Use office software effectively in your work	Knowledge of the main functions and uses of office software		
Communicate effectively with colleagues and trainees by choosing the appropriate form of communication (e-mail, chat, telephone, presentation, etc.)	Know the ethical and internal communication rules for different forms of communication (e-mail, chat, telephone, presentations, etc.)	Is constructive, cooperative and polite in his communication. He strives to provide quality solutions to his tasks that best meet the needs of his users	Communicates independently in relation to the tasks for which he/she is responsible, respecting the rules of communication
Apply the latest information technologies and trends (virtualisation, cloud technology, group video calls, etc.)	Basic working knowledge of the latest information technologies and trends	Is open to learning about new technologies and strives to use them effectively, in line with user needs and cost-efficiency requirements	
Teaches how to access online databases and familiarises participants with the use of databases	Familiar with online databases, able to explain to participants how to use them	Open to learning about new databases, flexible in meeting needs	Ability to use and teach online IT systems independently

9. Material and equipment necessary for the training

Physical equipment per participant in training:

- Mobile phone with IOS or Android operating system with online access

- Mobile computer (tablet or laptop) running IOS or Windows with online access.

Software:

- Mobile applications

- Microsoft Office software package, one graphics program

- Access to a cloud hosting service

- Access to government software

- Access to banking services

10. Name of the modules and curricula groups required to complete the training:

   a. Software and application installation on mobile phones and computers
   b. Training on mobile phone applications
   c. Microsoft software package training
   d. Training on e-mail systems
   e. Social media systems training
   f. Government and banking services training
   g. Online database training

11. Name and level of qualification obtained

Title of qualification: Adult digital skills trainer

Level of qualification: EQF Level 4.

12. The assessment is carried out by means of practical exercises per module, either face-to-face or online.

13. Determining the type and method of the examination

The exam is a practical exam in face-to-face or online format.

A micro-certificate may be awarded for certain elements of the training, provided that the trainee completes each module with the corresponding practical examination. If a micro-certificate is issued, the certificate must contain the following information:

• Identification of the learner

• Title of the micro-credential

• Country/Region of the issuer

• Awarding body

• Date of issuing

• Learning outcomes

• Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)

• Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable

• Type of assessment

• Form of participation in the learning activity

• Type of quality assurance used to underpin the micro-credential

3. An educational frameprogram to develop digital literacy for curriculum developers

Created by: UNIVERSIDAD DE VALLADOLID

1. Objective: This training is focused on professionals in charge of the design of educational curricula of digital competences for low-qualified adults. The aim of this training is to provide the knowledge, skills, and attitudes necessary to perform efficiently in the digital environment. It aims to enhance low-qualified adults' digital literacy, improve their employability, foster active participation in the community, and promote their creativity and innovation.

2. Target group: professionals or teams involved in designing and creating educational curricula. They develop the overall framework, structure, and content of a course or educational program. They work in collaboration with subject matter experts, instructional designers, and educators to define learning objectives, identify key concepts and skills, and design learning activities and assessments.

3. Title of training: An educational framework to develop digital literacy for curriculum developers

4. Educational qualifications required for access to training: In the case of the curriculum developer, the educational qualification required for access to the training is EQF 6. These are highly qualified people, who are responsible for the development of the training plan.

Knowledge	Skills	Responsibility and autonomy
Advanced knowledge in a field of work or study that requires a critical understanding of theories and principles	Advanced capabilities that demonstrate the mastery and innovative skills necessary to solve complex and unpredictable problems in a specialized field of work or study	Management of complex technical or professional activities or projects, assuming decision-making responsibilities in unpredictable work or study contexts. Assumption of responsibility for managing

		the professional development of individuals and groups

5. Previous professional qualifications required for the adult: EQF Level 5.

Knowledge	Skills	Responsibility and autonomy
Basic factual knowledge in a particular field of work or study	Basic cognitive and practical skills necessary to use useful information to perform tasks and solve common problems with the aid of simple rules and tools	Basic cognitive and practical skills necessary to use useful information to perform tasks and solve common problems with the aid of simple rules and tools

6. Duration of theoretical training (minimum and maximum number of hours): 25-50.

7. Duration of practical training (minimum and maximum number of hours): 50-75

8. Professional requirement for education
   a. Description of the requirement:

To participate in the training, individuals must have an EQF level 5 This level corresponds to a higher diploma or higher technician.

Learning output:

Using digital technologies to improve organisational communication with learners, parents and third parties.

Contribute to the joint development and improvement of organisational communication strategies.

Use of digital technologies to collaborate with other educators, share and exchange knowledge and experiences, and jointly innovate pedagogical practices.

Individually and collectively reflect, critically evaluate and actively improve their own and the educational community's digital pedagogical practices.

Use digital resources and resources for continuous professional development.

b. Description of the learning outcomes of the training, output requirements:

Skills	Knowledge	Expected behaviours, attitudes	Responsibility and autonomy
Identifies and selects relevant digital competences that ca be integrated into the training curriculum	Familiarization with the Digital Competence Framework for Educators to understand its dimension and competence levels and how to integrate it into the curriculum	Adapts to technological changes and students' needs in a constantly evolving educational environment	Identify the specific needs and requirements of students, teachers and the educational context in relation to digital competences
Creates or selects digital resources that support the learning and practice of digital competences	Knowing the digital tools and resources available to enhance the educational experience, such as online learning platforms, educational applications, collaboration tools and multimedia resources	Encourage the search for new ideas and approaches to effectively integrate digital competences into the curriculum	Select and define the digital competences to be incorporated into the curriculum, ensuring that they are aligned with the levels and dimensions of the DIGCOMP EDU framework. Coordinate and manage the technological resources needed to implement the curriculum, ensuring that teachers and students have adequate access to technology. Be aware of the latest trends in educational technology and teaching methodologies to constantly incorporate improvements in the curriculum

Skills	Knowledge	Expected behaviours, attitudes	Responsibility and autonomy
Ability to design interactive activities and resources that actively engage students in the development of their digital competences	Understand how to assess students' digital competences and use digital tool for progress monitoring and feedback	Have an attitude that promotes the inclusion of all students, regardless of their level of previous digital competences	Create a curriculum structure that contemplates the logical and progressive sequence of digital competences through the educational program, considering objectives, content and learning activities. Adapting the curriculum according to the specific needs of students and the educational context, ensuring that it is inclusive and equitable
Ability to adjust and adapt the curriculum according to the specific needs and characteristics of students and educational goals	Know principles and strategies for designing and planning learning activities that effectively integrate digital competences	Be open to continue learning about new technologies and educational methodologies related to digital competences. Develop an attitude of leadership in the promotion and effective implementation of digital competences in the education curriculum	Create and select appropriate digital resources to support the development of digital competences, including interactive educational materials, inline tasks and practical activities. Plan and design teaching and assessment strategies that facilitate the development of digital competences, using innovative pedagogical approaches and educational technologies.

Provide training and |

Skills	Knowledge	Expected behaviours, attitudes	Responsibility and autonomy
			support to teachers so that they can effectively implement the curriculum and develop their digital competences. Establish mechanisms to evaluate the progress of students in the development of digital competences and to continuously feedback and improve the curriculum

9. Material and equipment necessary for the training

Different devices with online access

Learning platform

Practical exercises

Online content

Software and different applications (email, APP, cloud services, Office 360).

10. Name of the modules and curricula groups required to complete the training:

Organisational communication:

- Learning outcome: The curriculum developers will enable participants to develop advanced organizational communication skills, enabling them to write clear and effective business communications and improve the quality of organizational communication using digital tools.

Professional collaboration:

- Learning outcome: Curriculum developers are expected to prepare participants to lead and collaborate effectively in virtual teams, using digital tools for communication and co-creation of content, and managing projects efficiently in digital environments.

Reflective practice:

- Learning outcome: The curriculum developers will foster reflective practice among participants, enabling them to critically assess their own digital competencies and apply a reflective approach to personal and professional development.

Continuing Professional Development (CPD) through digital media

- Learning outcome: Curriculum developers will instruct participants in continuing professional development through digital media, enabling them to manage online professional development resources, actively participate in professional digital communities, and promote self-directed learning.

11. Name and level of qualification obtained

Title of qualification: Empowering innovation and adaptation to the digital environment

Level of qualification: EQF Level 6.

12. Assessment

In the case of adults, the digital competence framework (DIGCOMP) includes an evaluation rubric that allows measuring the level of development of a competency based on the skills and knowledge that the person possesses. Each of the competencies has a rubric divided into 4 levels of development (foundation, intermediate, advanced and highly specialized). In this case, we will evaluate the foundation level because the target group of our training are low-qualified adults.

We can use online tools to know our participants' competence level. Here are some examples:

- Mydigiskills: https://mydigiskills.eu/index.php
- Digital skills accelerator: https://www.digitalskillsaccelerator.eu/radar
- The digital competence wheel: https://digital-competence.eu/

In the case of the curriculum developers, we will consider the DIGCOMPEDU framework for the evaluation and verify that the learning outcomes have been achieved.

13. Determining the type and method of the examination

The exam is a practical exam in face-to-face or online format.

A micro-certificate may be awarded for certain elements of the training, provided that the trainee completes each module with the corresponding practical examination. If a micro-certificate is issued, the certificate must contain the following information:

• Identification of the learner

• Title of the micro-credential

• Country/Region of the issuer

• Awarding body

• Date of issuing

• Learning outcomes

• Notional workload needed to achieve the learning outcomes (in ECTS credits, wherever possible)

• Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable

• Type of assessment

• Form of participation in the learning activity

• Type of quality assurance used to underpin the micro-credential

III.   Vision

We are making our handbook available free of charge to all European Member States so that training programme developers can use it to develop their own national training programmes.

The Digital Skills Framework for Adults is a system that can be used by all countries to develop training courses in accordance with the current legal framework. Individual training courses can be designed around the content of the framework and the current digital tools and software for curriculum developers and training providers who are involved in the development of adult competences.

The consortium partners will help to ensure that the framework and the framework programmes are delivered to the target group who will be able to use the tool and will provide support for its operation.

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