Proposals for Development

for Increase of Efficiency of the Adult digital Skills Development

in Spain

The Purpose and Background of Preparing the Development Proposals

The Erasmus+ MAP project "Mapping Digital Methods Applied in Adult Education in Partnership '' seeks to ensure that the organizations that are part of the consortium can expand their toolkit for developing digital competencies and digital awareness by learning from the experiences developed by other entities. The international meetings developed throughout the project have allowed the partners to learn about other work experiences that can be implemented in their organizations.

The work that has been carried out throughout the project has started with international meetings in the different countries of the consortium to learn how the development and training of digital competencies was worked with adults. At the end of each meeting, the partners had to vote on which 4 practices they considered the most relevant and important. The result achieved with this selection has been the elaboration of a document where the 4 good practices of all countries are collected.

Another of the results achieved with the development of the project has been the creation of a training framework in digital competencies for different adult education professionals (training organizers, educators, and curriculum developers), taking as a reference the European Framework of Digital Competences DIGCOMP 2.2. This training framework includes the required learning results necessary for the development of digital competencies and the application of differentiated teaching methods.

One of the objectives of this project was to improve the impact and training in digital competencies within the organizations that formed the consortium. To this end, each of the partners has prepared a document related to the impact and repercussions of developing this project within each organization. All these results have been achieved after the international meetings, which have allowed the consortium to have all the information on the good practices visited.

Another of the objectives followed by the consortium during the project has been the dissemination of the progress and different activities developed throughout the project. All partners have been responsible for disseminating information in their networks about the different meetings and best practices visits. Publications have also been made in EPALE in all the languages of the consortium partners about the different international meetings.

Development proposals:

1. *Proposals for policy professionals and decision-makers:*

   a. Develop comprehensive training programs that cover all levels of difficulty (from the most basic concepts of technology to the most advanced skills and knowledge), adapted to the specific needs of adults in Spain to ensure their autonomy in their daily lives.

   b. Ensure that the digital skills training that currently exists in Spain is accessible to all people, taking into account all socially excluded groups, through the use of platforms and resources that are accessible.

   c. Design flexible and adaptable training programs that allow adults to learn at their own pace, facilitating the reconciliation with other responsibilities and work schedules.

   d. Increase budget allocations that are linked to the training of citizens, to enhance their knowledge in digital skills.

   e. Implement incentives to companies that train their workers in digital skills.

   f. Establish close partnerships with industry to ensure that digital skills training is aligned with the demands of the labor market, thus promoting a more effective transition to digital jobs.

   g. Implement campaigns to raise awareness and promote digital literacy, highlighting the importance of digital skills in today's society and their benefits for personal and professional development.

   h. Establish close collaborations with industry to ensure that digital skills training is aligned with the demands of the labor market, thus promoting a more effective transition to digital jobs.

   i. Implement campaigns to raise awareness and promote digital literacy, highlighting the importance of digital skills in today's society and their benefits for personal and professional development.

   j. Establish economic incentives for adults who participate in digital skills training programs, such as scholarships.

   k. Implement continuous evaluation mechanisms to measure the progress of participants and provide constant feedback to improve the effectiveness of training programs.

   l. Ensure the availability of training resources in several languages, and that reflect Spain's cultural diversity, allowing all adults, regardless of their origin, to benefit from digital skills training.

   m. Implement policies that encourage labor flexibility to allow adults to participate in digital skills training programs without compromising their work and family responsibilities.

n. Implement mechanisms for the recognition of digital competencies so that people who, through their personal or professional experience, have acquired knowledge and skills related to these competencies, can be recognized and can advance in their skill level.

2. *Proposals for training providers:*

a. Customize digital skills training to adapt to the different levels of prior knowledge of participants, from beginners to advanced learners.

b. Implement active methodologies that encourage participation and practice, such as case studies, hands-on projects, and simulations, to improve knowledge retention.

c. Focus on teaching specific digital tools relevant to the participants' work and personal context, providing directly applicable practical skills.

d. Integrate the development of transversal skills, such as problem-solving, communication, or teamwork, along with more technical skills, to improve the employability of participants.

e. Stimulate autonomy and the capacity for self-directed learning, providing resources and guidance so that participants can continue their training independently.

f. Use formative assessments to measure participants' progress on an ongoing basis and provide constructive feedback to support their continued development.

g. Keep up-to-date on the latest technology trends and adjust training content to reflect changes in the digital landscape, thus ensuring the relevance of the training.

h. Adopt strategies that promote digital inclusion, addressing potential technology access gaps and tailoring training to meet diverse demographic profiles.

i. Establish partnerships with businesses and industry to gain insight into specific labor market needs, ensuring that training is aligned with industry demands.

j. Create opportunities for participants to establish support networks, either in person or online, facilitating connections with other trainees and professionals to share experiences and knowledge.

k. Encourage the creation of collaborative networks among teachers that focus on sharing best practices, resources, and pedagogical strategies for teaching digital competencies.

l. Explore the use of artificial intelligence (AI) in education to personalize the learning process, identify areas for improvement, and provide instant feedback.

m. Include specific training modules on cybersecurity and digital privacy protection, equipping participants with essential knowledge to safely navigate the digital environment.

n. Use gamification elements in digital skills training to make it more engaging and motivating.

3. *For authorities and other organization:*

    a. Make significant investments in digital infrastructure, including high-speed Internet access and affordable devices, to ensure that all adults can participate in digital literacy training programs.

    b. Establish grant and funding programs for educational organizations, institutions, and businesses that offer digital skills training programs for adults, thereby promoting the expansion and accessibility of such programs.

    c. Develop and enact policies that promote digital inclusion, addressing existing gaps in access to technology and ensuring that training is accessible to all communities, regardless of their geographic location or economic status.

    d. Facilitate public-private partnerships for the development of digital skills training programs, leveraging the expertise and resources of both the public and private sectors to provide comprehensive, quality training.

    e. Establish national standards for digital skills training for adults, ensuring consistency and quality in educational programs throughout the country.

    f. Establish community digital resource centers in urban, and rural areas, where adults can access technology, receive training, and participate in activities related to the development of digital competencies.

    g. Design specific job retraining programs that focus on updating digital skills for adults seeking job transitions or facing changes in their professional sectors.

    h. Offer career guidance services to help participants identify career opportunities based on new digital skills.

    i. Conduct social impact assessments to measure the impact of digital skills training programs on participants' lives, demonstrating the social and economic value of these initiatives.