Proposals for Development

for Increase of Efficiency of the Adult digital Skills Development

'MAP – Mapping Digital Methods Applied in Adult Education in Partnership'

The Purpose and Background of Preparing the Development Proposals

The Erasmus+ project entitled 'MAP – Mapping Digital Methods Applied in Adult Education in Partnership' aiming to improve the digitalc skills of adults has been implemented by a consortium of three Hungarian and German, Estonian, Romanian and Spanish partners between Januar 2022 and December 2023. Part of the project concentrated on developing a further training framework. It is supposed to ensure the methodological preparation of the professionals participating in adult education.

Through the exchange of good practices applied in the organisation of training courses for the development of digital skills for adults, in the development of learning content, in the sensitisation and preparation of development of trainers and professionals capable of improving the situation of low-skilled adults, the toolkits of all project partners for professional work and the cooperation with other partners have broadened.

During the studying of the innovative methods and examining their adaptability to the domestic environment – either partially, or complete programme elements –, then throughout the course of testing of each method a number of proposals have been put forward in relation to what innovations and improvements are considered necessary by the partner organisations in the partner country, or even in a narrower location (e.g.: in county/town level cooperation) in the area of Adult Digital Skills Development.

Therefore, in addition to the Collection of Best Practices and the framework for the training and further training of professionals involved in adult digital skills development, this package of proposals is also an important product of the project, which covers:

- what and how the partner organisations intend to implement in the field of digital skills development either by themselves or with organisations they cooperate with beyond the project period, and

- if necessary, what proposals will be made to policy makers for the social sensitisation towards adults with low basic skills, and the dissemination of international innovations applied in professional activities in the area of basic skills development in order to improve the effectiveness of inclusion.

This country-specific professional material with factually listed proposals will be widely disseminated among organisations involved in adult skills development as well as professional decision-makers.

Common Development proposals:

1. Proposals for policy professionals and decision-makers:

- The Framework provides a valuable theoretical basis which could serve as a guiding document to produce or create a collection of resources and materials to be used in practice.

- We recommend that the framework programmes should be used to develop programmes, assessment tests and learning materials (digital learning materials) with public or EU funding, as not all countries have a profitable adult education system for individual education providers.

- As digitalisation knowledge and competence might heavily vary among users, it is recommended to use a variety of assessment methods and tools, to make sure to have a sufficient analysis of the digital skills in the first place.

- Cooperation is key – it is important that different training providers that work in the field of digitalisation for adult education can collaborate and work together. As seen in the MAP project, it is important to exchange experiences and learn from one another and that this can have a great effect on improving digitalisation in individual organisations. Therefore, it is recommended to support national and international collaboration projects on the topic of digitalisation and commonly achieve greater results.

- It is recommended that existing and completed assessment tests be made available to business organisations so that they can incorporate them into their selection processes. The use of these tests will make it easier for them to place job seekers in jobs that match the level of digitalisation and can also support intergenerational cooperation.

- It is recommended that policy makers develop recommendations for public sector and competitive organisations to reduce the generational gap resulting from the different levels of digitalisation.

2. Proposals for training providers:

- We recommend that adult education instructors would measure and analyse the basic skills of adults to better understand the needs of disadvantaged target groups with low basic skills according to different age groups, social and labour market position, and place of residence. The better understanding of the lack of basic skills in adult age groups can give institutions the opportunity to develop and implement targeted training programs tailored to specific subgroups.

- We consider it particularly important to sensitize the teaching staff to the lack of general and digital competence experienced among adults, as the growing gap between the groups most affected by the lack of basic skills and the groups that perform excellently poses significant dangers. The relationship to lifelong learning and the ability to integrate into the labour market are key factors from the point of view of the economy, society and the individuals.

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

- The development of basic digital skills in adult age groups is significantly hindered by the fact that the instructors involved in the education of adults are not professionally and

sufficiently prepared for special trainings. We recommend that training programs and methodological materials would be developed and made available free of charge to help organizations and their professionals and experts involved in digital basic skills development. By methodology, we mean both methodological materials that can be used during training and professional materials that support the search for disadvantaged adults, addressing them, including them in a development program, and keeping them in training.

- It is important to keep an eye on the duration of digitalisation courses and adapt them according to the needs of the learners. Especially those learners with only basic digital skills might need more time than initially planned, therefore, it is recommended to keep

- As digital requirements, methods and resources are constantly changing and being adapted to new circumstances and even further technological developments, it is important to keep the knowledge, skills and competences up to date. Therefore, it is recommended that teachers and trainers participate in regular trainings, workshops and seminars making sure their digital skills are up-to-date and constantly expanded.

- To expand the widespread use of digital education methods, we recommend the creation of an online training platform that contains the training materials needed to develop the digital skills of the community. Among the training courses, instructors can choose further training options related to their individual digital competence development plan.

- It is recomended using of artificial intelligence (AI) in education to personalize the learning process, identify areas for improvement, and provide instant feedback.

- It is recomended to include specific training modules on cybersecurity and digital privacy protection, equipping participants with essential knowledge to safely navigate the digital environment.

- It is recomended to use gamification elements in digital skills training to make it more engaging and motivating.

3. *For authorities and other organization:*

- It is recommended that digitalisation is implemented on all organisational levels. E.g. often supervisors or those in higher positions are involved in digitalisation trainings, however it is important that also lower-level employees are part of the digitalisation process. Therefore, it needs to be either ensured that supervisors pass on their knowledge on digitalisation or that specific workshops and learning events for all level employees are organised.

- Establishing close collaborations with organizations that directly or indirectly carry out the development of adults with low digital skills (e.g. collecting training opportunities provided by educational institutions, creating and making available a database of programs and organizations that provide financial support, and organizations that provide free use of devices, transparent - between organizations - creation of development paths).

- The organizations interested in the topic shall jointly organize conferences and workshops at which, in addition to sharing good practices, it may also be possible to prepare future collaborations.