

Handbook for Adult Educators

Futuretrend
TRAINING ACADEMY


FuturoDigitale
e-learning


Eurosuccess
CONSULTING


Action

 **GoEurope**


GLESP
Glossary of Learning Styles and Pedagogical Practices



Erasmus+

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1.

INTRODUCTION



1.1. WHY DIGITRAIN PROJECT?

Have you realised we use digital devices more and more? Have you noticed we are exposed to a bunch of information constantly? Nowadays, digital tools are used every day by almost everyone. It also happens in education sector, because digital tools are widespread when developing educational projects and activities.

Therefore, it is necessary to include such means of teaching and learning in educators' toolkit. In other words, it is necessary to train educators on how to use learning digital tools, the different resources available as well as the challenges they can face. Educators need "to effectively identify resources that best fit their learning objectives, learner group and teaching style, to structure the wealth of materials, establish connections and to modify, add on to and develop themselves digital resources to support their teaching [as well as being] aware of how to responsibly use and manage digital content" (European Commission, 2017).

In this context, DigiTrain arises with the aim of building the capacity of training organisations to enable them to deliver high quality and relevant digital skills training by improving the digital competences of adult educators and staff competence.



DigiTrain is an Erasmus+ Strategic Partnership project, which involved the exchange of know-how and cooperation among European companies and organisations:

- Futuretrend (UK) provides training in IT; Design, Financial and Business Skills and focuses on helping clients advance their skills for either business or personal success. Training includes popular courses such as Photoshop, WordPress, Software Testing, Business Analysis, Stocks, and Shares & Investments Training

- Futuro Digitale Association (Italy) is a non-profit organisation. It caters for local community needs such as unemployment and/or basic skills, targeting disadvantaged and marginalised groups such as migrants and members of minority groups. It works to promote empowerment through development connected to e-learning, traineeship and personalised patterns of working. It is also a job agency validated by the Ministry of Labour and helps target groups to write and boost their CVs and orienteer their careers through non-formal learning tools.

- Eurosucccess Consulting (Cyprus) is a Consulting & Training organisation in the field of project management; training & consulting services; and advice and guidance. The organisation provides a comprehensive package of services addressing the needs of various target groups and organisations with regards to their lifelong learning opportunities, in Cyprus and abroad.

- Action Synergy S.A. (Greece) is an education, training and knowledge-based applications organization involved in the development of education technologies, training methodologies and the development of e-learning training courses. It has a particular focus on the promotion of adult education and the acquisition of transversal skills for young people and adults. Key areas of expertise include: the development of learning methodologies, educational technologies courses and modules making use of innovative methodologies.

- Go Europe (Spain) Intercultural Association aims to promote an international spirit aligned with the common European cultural objectives through intercultural dialogue, exchange of knowledge and European awareness through the active participation of young people, organisations and companies, in projects involving mobility, education and growth.

- Global Learning & Skills Partnership (GLaSP) (UK) is a non-profit training and research organisation that promotes training and development to adults and young people, especially those that are disadvantaged or socially excluded. The organisation delivers training and workshops in employability skills, job search skills, personal finance, functional life skills, Digital Skills & ICT, the global dimension, intercultural learning & communication, health awareness and entrepreneurship.

1.2. WHAT TO EXPECT FROM THE HANDBOOK?

The handbook is intended as an easily accessible guide filled with tools, strategies, approaches, good practices and resources for adult digital skills learning. It identifies the pertinent areas of interest to adult educators and to adult learners who want to improve their digital competences and transversal skills in particular. It is divided in seven chapters, apart from this one.

The chapter 2 explores the importance and rationale of adult digital skills. It means, how internet and cyberspace affect our daily lives, the needed digital competences for today's information society and the current habits and behaviours Europeans have when using digital devices.

The chapter 3 focuses on EU policies and strategies to promote digital skills learning among adults.

The chapter 4 explores the adult education concept, role and main actors.

The chapter 5 discusses the adult educators' capacity to teach digital skills to adults, as well as ways to improve their digital competence for teaching purposes.

The chapter 6 explains the role of non-formal education on teaching digital skills and promoting the "digital citizenship", as well as some face-to-face non-formal education activities.

The chapter 7 identifies online education courses and tools for teaching digital skills, including in non-English languages represented in this Strategic Partnership (Spanish, Italian and Greek).

The chapter 8 maps some good practices in adult digital skills learning at European and national levels (UK, Cyprus, Greece, Italy and Spain).

Finally, the chapter 9 encompasses the main conclusions and provides some recommendations to improve digital skills learning adult education sector.

At this point, we wish the reader to enjoy! We hope it is a useful tool to learn more about teaching digital skills to adults, as well as to get some ideas to improve teaching digital skills!

2.

IMPORTANCE OF, AND RATIONALE FOR ADULT DIGITAL SKILLS



2.1. THE DIGITAL WORLD: THE LIFE IN CYBERSPACE

The digital age (also known as the computer age, information age, or new media age) has launched a new area of human empowerment and engagement across society, education, business and in every aspect of our lives.

The evolution of technology reaching the mass in the early 1990s fundamentally altered the way society works. Digital technology opened new ways of learning and working, it enables the world to connect and collaborate, as well as to be informed about important issues. More specifically, technologies are part of everything: communications, transport, retail, manufacturing, entertainment, education, etc.

Using internet to full effect, society organizations and individuals can have lots of benefits. On an individual level, gaining digital skills can reduce isolation, increase career prospects and enable people to access health information. For organizations, becoming more digital is likely to increase visibility, efficiency and competitiveness. For society in general, being digitally confident empowers people to make their voices heard on issues of importance to them.

Although technology is all around us, some people are still excluded. This is often due to lack of opportunities to access to internet, or because they miss the ability to use information and communication technologies. For adults, it can be translated into abstaining from participation in today's socio-political, socio-economic and socio-religious activities. Thus, adult education has a central role to promote digital literacy!

2.2. DIGITAL SKILLS AS A KEY COMPETENCE FOR NOWADAYS SOCIETY

The opportunities and risks of digital technology are constantly expanding and changing. As a result, digital education must become an element of lifelong learning. But, are all learners technologically literate enough to use the tools that are available today?

As Prensky (2001) describes, learners can be divided in two categories: digital natives and digital immigrants. Digital natives are born after the 1980s, they are 'native speakers' of the digital language interacting with technology from childhood. On the other hand, digital immigration, according to Prensky, applies to older people who were born before the spread of the digital technology and they were not exposed to the different tools from an early age. The divide between digital natives and digital immigrants is big, and there is a great need to minimize the gap between them.

Knowing how to use digital tools and become media literate in today's modern society is of great importance. Livingstone, Van Couvering, and Thumim (2005) identify three advantages to which good command of digital tools nowadays can contribute:

1. Democracy, participation and active citizenship.

A digital literate individual is more able to gain an informed opinion on matters of the day, and to be able to express their opinion individually and collectively. For example:

- Debate platforms allow large groups to organise ideas and express their opinion on public, civic and political issues
- Be exposed to the ideas of others through social platforms leads to curiosity and new ideas. It also helps people to see alternative ways on how to make decisions and work collaborative

2. Knowledge economy, competitiveness and choice.

In a market economy increasingly based on information, being digital literate is essential for individuals to achieve higher levels in the workplace. The use of digital tools helps to:

- Involve participants and promote engagement and
- Create a social cohesive experience for employees as everyone is working on the same tool and towards the same goal

3. Lifelong learning, cultural expression and personal fulfilment.

Digital education is of central importance because the opportunities and risks of digital technology are constantly expanding and changing. The need for continuous engagement with digital media can affect education and the technological advancements to support the teaching and learning process and it can lead to new ways of supporting learning:

- Access to learning opportunities through the development and distribution of Open Education Resources (OER)
- Digital tools can be helpful for people who learn through kinaesthetic means or learning by doing
- Digital skills are essential for social inclusion and for an effective labour market
- Opportunities for publishing and exchanging digital learning materials
- Develop and increase Competences dealing with heterogeneity and diversity in groups
- Being a fully autonomous lifelong learner
- Being a communicator, team player and networker

In the above mentioned framework, digital literacy refers not only to the knowledge and skills of using a wide range of digital tools and ICT environments, but also to the skills related to accessing, processing, analysing, evaluating, applying and communicating information in order to be able to participate as active members in the so called 'knowledge society'.

Unfortunately, information society and its new opportunities come along with digital exclusion and marginalisation for those who are not able to follow the rapid pace of technological change. Relevant literature on the subject makes use of the term "Information and Communication poverty". The term refers to the individuals with differences in the access and use of new technologies based on their differences in education, income, and occupation, place of residence and stage of life.

Helsper (2013) links the inability to access and use digital services with social disadvantages. In the study, based on survey data collected in the UK, the author points out that:

- One in 10 of the adult population, amounting to four million people, suffer 'deep' social exclusion, a severe combination of social disadvantages, and have no meaningful engagement with internet-based services
- Three out of four of those who suffer 'deep' social exclusion, have only limited engagement with internet-based services. This corresponds to about six million adults

Considering the above, and aiming at the digital transformation of both the society and the economy, the need to invest in digital skills has become even more imperative. Adults need to develop their digital skills and safely benefit from, participate in and contribute to the digital world.

Although digital skills do not stand still, different frameworks have been created across Europe resulting in the following five common points:

Communicating	<ul style="list-style-type: none"> • I can communicate with others digitally using emails and other messaging Apps • I understand and conform with my organisation's IT and social media policies
Handling information and content	<ul style="list-style-type: none"> • I can evaluate what information or content may, or may not be reliable • I can search engines to find information and make use of search terms to generate better results
Transacting	<ul style="list-style-type: none"> • I can set up an account online, using appropriate websites or apps, that enable me to buy goods or services • I can access and use public services online, including filling in forms
Problem Solving	<ul style="list-style-type: none"> • I can use the internet to find information that helps me solve problems • I can use online tutorials and advice forums to solve problems
Safety	<ul style="list-style-type: none"> • I understand the risks and threats involved in carrying out activities online and the importance of working securely • I can set privacy settings on my social media and other accounts

In DigiTrain project, involved organisations have also developed two frameworks for adult learners and adult educators respectively focusing on different competence areas, based on the needs of each target group. In order to access to the two documents, please visit the DigiTrain project website: www.digi-train.eu

2.3. ADULTS DIGITAL SKILLS IN EUROPE: BEHAVIOUR, HABITS AND CHALLENGES

In the world, the number of people using the internet has surged over the past year, with more than one million people coming online for the first time each day since January 2018. According to Hootsuite data (2019):

- There are 5.11 billion unique mobile users in the world today, up 100 million (2 percent) in the past year
- There are 4.39 billion internet users in 2019, an increase of 366 million (9 percent) versus January 2018
- There are 3.48 billion social media users in 2019
- 3.26 billion people used social media on mobile devices in January 2019

Focusing on the European reality, the same study (Hootsuite, 2019) shows interesting data regarding the digital behaviour of European citizens:

- 4 out of 10 EU households use mobile broadband. More specific, in 2017, 87% of households in the EU had access to the internet, compared with 70% in 2010, and
- 8 out of 10 EU internet users go online with a mobile phone. In 2016, almost all younger internet users aged 16 to 24 years (94%) in the EU used mobile/smart phone devices to surf the internet. This was also the case among those aged 25 to 34 years (91%) whereas the percentage falls to 48% for users aged 65 to 74 years

The most common activities in 2017 of internet users in the EU were:

1. Participating in social networks (90%)
2. Sending and receiving e-mails (86%)
3. Finding information (78%)
4. Reading online news (72%)
5. Participating in social networks (65%)
6. Making phone or video calls via the internet (46%)

Age is an important factor determining differences in the use of the internet. Among younger users aged 16 to 24 years in the EU, the most popular online activities include participating in social networks (90%, in 2017), watching videos from commercial or sharing services such as YouTube or Netflix (83%, in 2016) and listening to music (80 %, in 2016). On the other hand, for older users aged 65 to 74 years, reading the news (65%) and seeking health information (59%) were among the most popular online activities in 2017.

Do adults order goods and services online?

Another important issue is the E-commerce growth among EU consumers, as they appreciate the advantages of being able to shop anytime and anywhere, having access to a broader range of products and being able to compare prices easily. Eurostat's 2018 report shows that among people who had used the internet by 2017, 68% were e-shoppers of whom 77% aged 25 to 34, followed by those aged 35 to 44 years with 72% and 16 to 24 years with 71%. Among the elder internet users aged 65 to 74 years, 52% had purchased goods or services online during the last year.

Internet security

Information technology is not only a key to achieving strong economic growth, but also an important tool for transforming society and creating a safe, secure and comfortable life for citizens. Users of the digital world often have to provide contact details, personal details such as name, date of birth or identity card number as well as payment details (credit/debit card or bank account details).

Younger generations seem to provide personal information online more readily: more than three quarters (78 %) of internet users aged 16 to 24 years had shared some kind of personal information online, compared with 57 % of users aged 65 to 74 years.

There are different actions that users can take to control and protect their personal information on the internet. Some of them are to:

- Avoid the use of personal information for advertising purposes
- Limit the access to one's profile or content on social networking sites
- Read privacy policy before providing personal information
- Check if the website is secure
- Request to update or delete personal information stored online

Among internet users aged 16 to 24 years in the EU, 77 % had undertaken at least one of the above-mentioned actions, compared to 56 % of users aged 65 to 74 years.

The above results show that the users aged 65 to 74 have the lowest percentages regarding the use of mobiles, the ability to purchase goods or services online and the skills to take actions to protect their personal information on the internet. Elder adults who do not have basic digital literacy skills are partially shut down from society. The risks are associated with social isolation and loneliness. Technology can serve as an important tool to help reduce those risks, but only if we provide them with the necessary skills to access the digital world.

3.

EU POLICIES AND STRATEGIES TO PROMOTE DIGITAL SKILLS LEARNING AMONG ADULTS



Given the recent context, European institutions have considered the digital society a core element in EU policies. In 2006, the European Commission included digital competence as one of the 8 core competences for lifelong learning, which was further prioritised in the Europe 2020 strategy.

Digital technologies, according to the European Parliament, should be an integral part of a learner-focused education, whereas adults who are out of work or in jobs that do not require digital skills tend to fall quickly behind their more digitally proficient peers, thus hampering their job prospects and exacerbating social and economic disparities. The Committee on Culture and Education of the European Parliament at the end of November 2018, wrote the motion for a resolution called "On Education in the Digital Era: challenges, opportunities and lessons for EU policy design". It recognises that the digital society and economy are now a fact of life, meaning that digital skills are essential for successful professional realisation, whereas digital competence is a key competence for lifelong learning. The Committee emphasised that digital skills acquisition requires a coherent, lifelong-learning approach, pointing out that the complex digital skills required for the efficient use of ICT depend on the acquisition of basic skills and calls for a shift towards more non-formal learning and workplace training opportunities.

In addition to policy and strategy, the EU the European Commission promotes initiatives aimed at increasing training in digital skills for the workforce and for consumers; modernising education across the EU; harnessing digital technologies for learning and for the recognition and validation of skills; and anticipating and analysing skills needs.

In 2016, the European Commission published the New Skills Agenda for Europe to improve the quality and relevance of skills formation, to make skills and qualifications more visible and comparable and advancing skills intelligence, documentation and informed career choices. It presented actions and initiatives with the ambition to tackle the digital skills deficit in Europe. At least three of the actions address the issue of digital skills.

In 2016, the Commission adopted the Upskilling pathway-new opportunities for adults,* its main legislative proposal of the New Skills Agenda for Europe. It aims to help adults acquire a minimum level of literacy, numeracy and digital skills and/or acquire a broader set of skills. The Upskilling pathways initiative is a main steppingstone of the European pillar of social rights, which supports equal rights to education, training and lifelong learning.

In December 2016 the European Commission launched the Digital Skills and Job-Creation Coalition, which brings together Member States, companies, social partners, non-profit organisations and education providers, who take action to tackle the lack of digital skills in Europe. It builds on results of the Grand Coalition for Digital Jobs 2013-2016 and the EU e-Skills strategy (European Commission, 2007). These set the broad strategic framework and EU Member states are expected to develop national skills strategies and to establish national skills coalitions to help reduce the digital skills gap in Europe.

In addition, the EU produced the European Digital Competence Framework for Citizens (Digicomp) and a Digital Competence Framework for educators (DigCompED). DigComp, a tool to improve citizens' digital competence, which has become a reference for many digital competence initiatives at both European and Member State levels. The framework outlines the standard of knowledge, skills and attitudes that citizens should develop. DigComp can be used by all stakeholders of in the adult learning environment to include, policymakers, adult educator/trainers and learner as well as trainers and employers.**

The DigCompEdu framework is directed towards educators. It stipulates the digital competence that educators need at all levels of education, and across sectors to include adult education and non-formal learning contexts.

Another EU key policy is the Erasmus+ Programme, which is the Commission's programme to support education, training, youth and sport in Europe by providing opportunities for over 4 million Europeans to study, train, and gain experience abroad. Erasmus+ now has the capacity to offer opportunities for a broad wide range of individuals and organisations including the promotion of digital skills to adults as well as young people.

The attention to digital skills is a clear indication that the EU intends to raise the level of digital competence among adults in its member countries. Above initiatives are the major aspect of the EU's intention to boost the European economy and support their ability to compete globally. Nevertheless, whilst the Commission provides the overarching policy and strategic framework for digital skills, implementation is a matter for individual states that may have their own priorities.

** For more information about this policy, visit the website of the European Commission -Department of Employment, Social Affairs & Inclusion: <https://ec.europa.eu/social/main.jsp?catId=1224>*

*** For more information, visit the European Commission's science and knowledge service (EU Science Hub), where it talks about the digital competence framework: <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>*

4.

ADULT EDUCATION: CONCEPT, ROLE AND MAIN ACTORS



4.1. THE MEANING OF ADULT EDUCATION

Before considering the role of adult education in promoting digital skills learning to adults, it would be helpful to explore the meaning of adult education and its different forms to provide a better understanding of its scope and the context in which it operates.

Adult education is an all-encompassing term that can include adult engagement in formal courses working towards a qualification as well as job-related training programmes such as apprenticeships and informal learning on non-accredited courses for general interest. The typical age group of a person doing an adult education course is likely to be over 25. However, younger or older learners tend to attend adult courses in most institutions.

UNESCO defines adult education as "Education specifically targeting individuals who are regarded as adults by society to which they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire knowledge, skills, competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred as 'continuing education', recurrent education' or second chance education" (UNESCO, 2011).

The European Commission says adult learning is an entire range of formal, non-formal and informal learning activities -both general and vocational- undertaken by adults after leaving initial education and training (ET2020 framework).*

** The strategic framework for European cooperation in education and training ("ET 2020") is a forum that allows Member States to cooperate in building best practice. The forum provides opportunities to gather and disseminate knowledge and seeks to advance educational policy reforms at the national level. More info at: https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en*

In addition, it is also useful to have an understanding of the different contexts in which adult education might be delivered, and their purpose to fully appreciate its role in the education of adults. According to Cedefop (2014):

- **Formal education** is associated with educational institutions which include schools, colleges, universities and other education centres. It generally refers to the hierarchically structured, chronologically or ability structured system of education running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training. Most of the learning in formal education leads to some form qualification.

- **Non-formal** education refers any organised educational activity outside the established formal education system -whether operating separately or as an important feature of some broader activity. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and is typically provided in the form of short courses, workshops or seminars. Non-formal education offers no qualifications at all, but qualifications are usually awarded by the institution, but are not recognized as formal qualifications by the relevant national educational authorities.

- **Informal education** refers to learning resulting from daily life activities related to work, family or leisure. It is not structured in terms of learning objectives, learning time or learning support and typically does not lead to certification.

4.2. THE ROLE OF ADULT EDUCATION IN PROMOTING DIGITAL SKILLS LEARNING

Adult education is well placed to reinvent adult learning to ensure the dynamic and continuous adaptation from the traditional industry specific skills to more general skills that facilitate adaptation to varying environments as changes occur. Adult education, especially non-formal education is necessary as those requiring this training appear to be most reluctant to participate (OECD 2016, Schwerdt et al 2012, Caliendo et al 2016). Adult education provides opportunities and as well as being the only conduit to promote digital skills to some adults.

If adults are to be supported in developing their digital skills, adult education have a key role to play in that process. In this context adult education is well placed to reach adults, especially the disadvantaged who have no digital skills, and adult education is often the only opportunities available to them outside the formal education system. Much of adult education provision is very localised in communities, training programmes are very short and take place at convenient times, especially for those in work or have in caring responsibilities.

Many people who have been out of education for a long time may find it difficult to reengage with learning due to lack of confidence. Moreover, adult education is experienced in dealing with such adults compared to say, vocational education and are probably better at building confidence in adults, because of their experience and expertise in running basic skills programmes for this target group of adults and dealing with confidence issues. It is also the case that local residents are more likely to go to local centre instead of educational establishments for training.

Clearly, if adults are to develop digital skills, they need digitally competent adult educators to help them develop the broad set of skills and attitudes they need both for life and future work, and in educational institutions. But, developing the digital competence of adult educators is an often a neglected area, requiring more support in the form of formal training and CPD for educators, if they are to fulfil this crucial role competently and help adults develop the digital competence they need.

4.3. MAIN ACTORS AND STAKEHOLDERS IN PROMOTING DIGITAL SKILLS

There is a wide range of stakeholders involved in promoting digital skills at international, EU, national and organisational levels. These include UNESCO, OECD, the EU, National governments, educational institutions, NGOs and networks. A brief summary of the main strategic actors is provided below focusing on UNESCO and the OECD. The role of the EU was already covered under the section “3.EU POLICIES AND STRATEGIES TO PROMOTE DIGITAL SKILLS LEARNING AMONG ADULTS”.

The OECD collects data to analyse the future-readiness of countries' adult learning systems and supports and assists countries to improve their execution and implementation of adult learning initiatives by providing policy direction and access to international benchmarks.* Its report, *Skills for a Digital World* provides new evidence on the effects of digital technologies on the demand for skills and discusses key policies for skills development adapted to the digital economy (OECD, 2016b). It has also been noted that adults without ICT experience are less likely to participate in the labour force; if they are employed, they earn less than adults with ICT experience.

UNESCO's recent report on digital skills for work and life, highlights the emergence of a new global skills gap where gender, class, geography and age can have a huge impact on whether a person is able to harness new technologies or not. It also presents strategies for ensuring all groups of people can develop these skills. It concludes that the development of digital skills depends on amongst other things, on blending traditional 'non-digital' education approaches and digital applications, bridging formal and non-formal digital skills provision, and enhancing the digital competencies of teachers.**

UNESCO undertook a landscape Digital inclusion for low-skilled and low-literate people: a landscape review, (UNESCO, 2018a) that looked at the main barriers to digital inclusion and the broad design approaches to better include users who are low-skilled and low-literate.

In 2018, UNESCO in partnership with Pearson launched its Guidelines for Designing Inclusive Digital Solutions and Developing Digital (UNESCO, 2018b) that developed a set of guidelines to help technology pioneers build more inclusive digital solutions. These solutions aim to help people with emerging literacy skills discover life-changing portals to information, community engagement. The solutions include establishing digital entry points for people with limited literacy and limited digital skills that accelerates learning and development, empowering individuals and strengthening communities.

** For more information about OECD and its role promoting digital skills in adult education, it is possible to visit: <http://www.oecd.org/employment/skills-and-work/adult-learning>*

*** Visit UNESCO's web: https://www.skillsforemployment.org/KSP/en/Details/?dn=WCM-TEST4_193296*

5.

ADULT EDUCATORS AND THEIR CAPACITY TO TEACH DIGITAL SKILLS TO ADULTS: WAYS TO IMPROVE THEIR DIGITAL COMPETENCE FOR TEACHING SKILLS

The lack of using digital tools is also linked to education and to the teacher-student relationship. Students have changed radically, thereby forcing educational systems to reshape their goals and priorities. One of the biggest problems that education is facing nowadays is that teachers are struggling to teach their students in an engaging way so as to gain their interest and appreciation.

On the other hand, teachers do not believe that students can learn by watching a video or listening to music. As Presky stated (2001), the assumption that learners can learn from the same methods that work for the teachers when they were students is no longer valid. In this respect, educators must reconsider their methodologies, tools and content in order to communicate in the language and style of their students.

Therefore, a deep reflection is needed when addressing the role of adult educators and their capacity to teach digital skills to adults.

5.1. THE ROLE OF ADULT EDUCATORS: THE DIGITAL COMPETENCE AND HOW TO ADDRESS IT

The European Commission defines 'digital competence' in the revision of the Key Competence for Lifelong Learning published in 2018 as follows: "Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society." Digital competence thus includes aspects such as information and data literacy, communication and collaboration, digital content creation, safety and problem solving.

Digital skills for teachers and trainers are essential if they are to nurture digital literacy in their learners. As the teaching professions face rapidly changing demands, educators require an increasingly broad and more sophisticated set of competences than before. In particular, with digital devices being more common and the duty to help students become digital competent requires educators to develop their own digital competence. This requires the teaching workforce to be:

- Developing new curricula that responds to technological changes in the workplace in each specialist field and which includes opportunities for more generic digital skills in every curriculum area
- Planning and managing the change to blended learning
- Using technology to support learners in the classroom, at home and in the workplace
- Using technology to keep abreast of the changing environment for their learners
- Promoting scalable, innovative course design

The role of the teacher is broadening and becoming more demanding. Teachers are expected to use a wide variety of methods, tools and approaches and to tailor them to learners needs. They also need to have competences and skills necessary to create a positive classroom environment and work collaboratively with other stakeholders within and outside the organisation in order to provide timely support to learners.

There are six essential core skills components of digital literacy when it comes to the field of pedagogy:

1. Collaboration. The ability to work collaboratively with other, with strong interpersonal and team-related skills
2. Creativity. Being able to weigh up opportunities in an innovative manner and ask the right questions to generate new ideas
3. Critical thinking. The ability to consider issues and solve complex problems based on a deep understanding of diverse values and a worldview
4. Character. Traits such as grit, tenacity, perseverance, and resilience; alongside a desire to make learning an integral part of living
5. Communication. Being able to communicate effectively through a variety of methods and tools to a range of different audiences

In such situation, teachers have no option but to evolve as well. They must update themselves to the modern, forward thinking global processes of education if they wish to continue inspiring young minds and equip them with skills that can be valuable in the future. Chris Rothwell (2019), Director of Education at Microsoft UK says: "The role of the teacher has never been more vital than it is today. Within a rapidly changing world, the next generation must be prepared with the confidence, skills and lifelong learning mind-set needed to succeed".

Educational organisations need to teach concepts and techniques to allow learners to work on any digital device and adapt to new technology quickly using the skills and concepts they have been taught. A variety of devices, platforms and web standards need to be incorporated into the educational experience, as prioritised under the Europe 2020 strategy, to ensure learners are fully literate in digital technology.

5.2. EVOLUTION OF TEACHING AND LEARNING RESOURCES

Whether teaching in a classroom, lecture theatre, workshop, etc., many have seen the impact of technology on their facilities. Blackboards became white and now interactive. Chalk gave way to markers and now e-pens. Textbooks are increasingly presented as e-books, notepads are now for typing on not writing in, homework and assignments are increasingly emailed or submitted through a virtual learning environment, or completed online, not handed in. Hence, technology entailed an evolution in how teaching happens in learning environments.

The relevant question here, however, is: how can teachers evolve? What are the necessary professional development skills for teaching digital-age students? Only when teachers acquire contemporary knowledge and new, innovative tools of teaching can they impart 21st century education appropriately.

Digital tools are constantly changing the manner in which teachers teach and students learn. Teachers need to keep up with evolving technology, know what digital tools are best suited to their students, and use them effectively in their classrooms. Virtual reality classrooms, for example, are an advanced tool that can allow students to experience the entire world from within the confines of the classroom letting them experience and see things that they would never get the chance to.

How good a teacher's communication skills are can make all the difference to a student's mental and academic growth. Not all students learn in the same way. Some are naturally gifted while others learn slowly. Teachers need to be able to select from a wide variety of teaching techniques and active learning strategies in order to work effectively with and tailor learning for a diverse group of students -who although in the same learning environment- have different learning needs and preference. That is where amplified communication skills can prove to be invaluable.

When incorporating technology into the learning experience, one of the first considerations is whether the new technology product or tool supports the learning needs. Teachers often start by focusing too much on the technology itself and not enough on the content and then transition to planning lessons the way they always have, and using the technology as an additional layer, or tool, to advance their lesson. Ultimately, the technology should not be the focus. Student learning should be, and how the technology is used to develop students' knowledge and skills is critical.

Once selected, what is the best implementation model to use with particular adult learners? Will it be core or supplemental? Will students use the technology as a significant part of their in-classroom experience, or will they use it mostly outside of class? How can the teacher construct the surrounding learning experience to ensure technology is best serving their learners?

This flexibility is important. Adult teachers often struggle with differentiated learning needs, but need the freedom to be able to provide whole group instruction and individualised instruction when appropriate. Allowing for varied blended learning models is key and most effective implementation with adult learners, as there is no one way to meet the differing needs and levels of these learners.

Signs of effective technology integration that is supporting student learning can be seen in the way technology can support learners in taking an active role in their own learning progressions; providing frequent and personalised feedback; providing tools for productivity, creativity and research; connecting across cultural and national borders; and connecting classroom activities to the world outside the classroom. Successful technology integration goes hand-in-hand with more personalized supports for teachers, updated curricula, and improved formative assessment practices.

This shifting role requires support that goes beyond just product training. It requires opportunities to develop ideas, strategies and resources, then to try them out, reflect, and adjust. Connecting instructors with others who have had similar experiences is useful. Communities of practice both internally and externally are invaluable.

5.3. HOW CAN TEACHERS IDENTIFY AND BUILD ON THEIR STRENGTHS, AND MAKE TIME FOR PROFESSIONAL DEVELOPMENT?

As a teacher, it's your responsibility to consistently be developing your craft and improving your teaching skills and knowledge. Perhaps you are in the early stages of your teaching career, or maybe you're very experienced, you might be somewhere in between - a few years of teaching under your belt, with many more to come. Whatever stage you're at, making an effort to learn alongside your students and develop your skills and knowledge will help you become a better teacher. As Einstein famously said, "if you can't explain it to a six-year-old, you don't understand it yourself".

A professional teacher is always learning and growing their craft. They are on an endless journey where they are always looking for new ideas or teaching strategies, ways to improve their skills, or new information that will help their students to succeed. It can be difficult to know where to start when thinking about your professional development. This might be because you're overwhelmed by the volume of courses and resources available, such as the various communities of practice on social media, blogs, and websites. Or it might be overwhelming just because you're just not sure what areas you should prioritise.

On international and national level, a number of frameworks, self-assessment tool and training programmes have been developed to describe the facets of digital competence for teachers and to help them assess their competence, identify their training needs and offer targeted training. One way that teachers can try to decide what to focus on for their professional development is to use free online self-assessment tool to learn more about their personal strengths and the areas where you can enhance the ways in which you use digital technologies for teaching and learning.

The British Council's online self-assessment helps identify a teacher's profile in relation to nine of the 12 professional practices, which include areas such as 'planning lessons and courses', 'managing the lesson', and 'using inclusive practices'.

DigiCompEdu Check-In can help you reflect on your digital competence as a teacher. Answer 22 questions of this self-assessment and receive detailed feedback with useful tips and the key milestones on your personal roadmap to innovating teaching.

SELFIE (European Commission) is a free, easy-to-use, customisable tool to help education organisations assess where they stand with learning in the digital age.

These resources could be online or face-to-face training courses, articles and books, joining a community of practice on social media, or just having a chat over coffee with a fellow teacher. As a teacher, there are numerous ways you can invest in your own professional development. Here are a few professional development tips to help you continue to grow and become that professional teacher that you deserve to be.

1. Focus on your lesson plans

A lot of effective teaching can be traced back to preparation. By taking a deep dive into your lesson plans and using new teaching strategies to improve them, you'll be able to better teach and inspire in the classroom. A big part of education is getting your students excited about learning, and a great way to do that is to get excited yourself. Passion is contagious.

2. Know your strengths and weaknesses

In order to help discern what's going to be the most effective, you'll need to know where you excel as a teacher and where you could use a little work. This doesn't mean you have to be perfect in every aspect of teaching but being aware of your strengths and weaknesses will help you create lessons that maximize your strengths.

3. Create a need-based plan

The most effective kind of professional development corresponds to current issues you're facing in the classroom or in education as a whole. This allows you to test existing theories and current strategies immediately, discarding or adapting them as needed.

This doesn't mean everything you do is going to be successful immediately. Instead, you're learning new ways you can effectively remedy real issues. This experimentation mind-set will help you more rapidly solve any issues that arise in the classroom, while growing your skillset in the process.

4. Give it time to work

No new strategy or teaching method is going to work right away, no matter what the promises are, or what past teachers have said. Instead of jumping from idea to idea, it's important to give things time so you can actually see what's working and what isn't. Remember, improving your skills is a process. You don't have to do everything all at once.

You already have so much on your plate as a teacher, don't create a professional development strategy that adds to that stress. Learning and growing as a teacher should make your job easier while making you more effective. Not the other way around.

5. Seek out professional communities and resources

There are numerous resources that'll enable you to further your development as a teacher, including various online resources that can help to accelerate your growth.

Free online courses -or MOOCs. These courses have become a popular form of professional development for many educators. You can learn with other educators all over the world through articles, videos, discussions and other activities. To keep you motivated, some courses offer extra support through online tools like Padlet (which functions as a kind of noticeboard for sharing ideas on a particular topic), live Facebook chats for real-time conversations with fellow learners, and encouragement from the educators running the course.

Learning Forward. This membership-based association helps educators advance their skills through classes, resources and on-demand webinars dealing with topics that range from the flipped classroom to engaging students with their own questions.

Computer Using Educators (CUE). With the rise of technology in education, this association seeks to improve educator skills through conferences, workshops, camps and a STEAMPunk mobile lab member can check out.

6. Never stop learning

Finding time to take part in courses or access other content for your development can be a challenge. But with a little bit of discipline, carving out a small amount of time each week or fortnight can make a significant difference.

6.

6. FACE-TO-FACE NON-FORMAL EDUCATION METHODS AND APPROACHES FOR TEACHING DIGITAL SKILLS TO ADULTS AND PROMOTING DIGITAL CITIZENSHIP



Non-formal education was already defined at the section "4.1. The meaning of Adult Education". However, what are its characteristics? Fordham (1993) suggests that four characteristics can be associated with non-formal education:

- a) Relevance to the needs of specific groups
- b) Concern with specific categories of person
- c) A focus on clearly defined purposes
- d) Flexibility in organization and methods

In other words, non-formal education is learner-centred, it adapts to different target groups, it is generally planned but are seldomly structured by conventional rhythms, and learning outcomes are assessed but rarely visible or recognised.

These characteristics make teaching technical subjects, such as digital skills, challenging. When learning digital skills in formal institutions, the focus is more about knowing how to use digital devices and programmes, whilst there is no much space for debating and reflecting about such technologies themselves.

Adults rarely have the chance to understand deeper concepts such as what "being digital" means nowadays. Hence, non-formal education is more focused on promoting the digital citizenship, which is "the norms of appropriate, responsible behaviour with regard to technology use" (Ribble and Bailey, 2007). In this sense, non-formal education needs to work, for instance to address issues such as how we get information on internet (e.g. fake news phenomenon), how we interact online (e.g. responsible online behaviour) or even "who we are" on internet (e.g. digital identity).

6.1. ADVANTAGES AND CHALLENGES FOR TEACHING DIGITAL SKILLS TO ADULTS, AND PROMOTING DIGITAL CITIZENSHIP, BY FACE-TO-FACE NON-FORMAL EDUCATION

Given the above clarification about the difference between digital skills and “digital citizenship”, here there are the main advantages and challenges to teach digital skills to adults through non-formal education according to Malamed (2009):

	ADVANTAGES	CHALLENGES
Autonomy and Flexibility	It gives a sense of control and self-direction in their learning environment. As teaching digital skills in non-formal education is open to any age, origin and personal interest, it is a relatively discretionary type of education, with a wide range of teaching methods with an end goal which is not a degree, but pure learning	Adults who feel anxiety from self-direction, might end up feeling frustration. Some initial guidance is required
Practical approach	It provides practical knowledge and experiences (learning-by-experience) that can be related to their lives, so they can be equipped with important necessary skills	Learning-by-experience requires some tolerance to uncertainty, because you learn by doing. In some cases, learners are not open to such approach
Emotional security	Through the flexibility and adaptability that non formal education in digital literacy for adults is offering, it supports that emotional stability that an adult learner needs in order to fulfil his/her target	Adults may develop within them, a fear of a subject, be anxious about it. These emotions can interfere with the learning process for which it is very important to implement non formal approaches that help adult learners to overcome this fear

	ADVANTAGES	CHALLENGES
Collaborative learning	Elimination of hierarchy between facilitators and learners in which both become active learners of the educational process creating a community that the learners feel secure to express, create and learn	Adults might not be familiar with this approach, so they prefer the traditional one direction learning process, which goes from teacher to the learners
Game-based learning	It makes learning more appealing, motivating and exciting. It motivates them to complete their tasks, learn the materials, and retain it for the future	Adults can get the impression that their learning is not taken seriously
Team Building	It encourages interaction, and in general it makes people feel happier while learning	Not all adults are willing to collaborate with others in activities and learning processes
Recognition, Validation and Accreditation	It allows learners identifying their own progress and learnings	Non-formal education recognition tools are not widely accepted yet

In relation to the above, it can be said that the educational model for digital literacy of the adults in non-formal learning environments should be developed in the framework of a personalized, cooperative, collaborative and meaningful learning, which can provide them with the understanding of digital tools and concepts, and the necessary motivation and emotional security so that they adopt ICT as part of their life.

6.2. FACE-TO-FACE NON-FORMAL EDUCATION TOOLS AND ACTIVITIES THAT CAN BE USED IN DELIVERING ADULT DIGITAL SKILLS AND PROMOTING DIGITAL CITIZENSHIP

1. “FAKE OFF Quiz” (in Kahoot platform). In English, and for a group from 4 to 20 people
It is a game-based learning activity. It has multiple-choice questions on EU and the fake news phenomenon. Link to the game: <https://create.kahoot.it/share/12fb7003-aa61-40b4-a872-1bb62815d89f>. Source: GoEurope, under Erasmus+ project called FAKE OFF.

2. “Spot the Fake News!” In different languages, and for a group up to 20 people
This activity is designed to warm up the group and start an initial discussion on the topic of fake news, allowing the facilitator to assess the level of adult learners understanding before the start of the session.

Ask to get themselves into pairs and prepare three statements about themselves, two of which are true, and one is a lie. Tell them to take it in turns to tell each other their statements. The idea of the game is to guess which statements are true and which is the lie. Once they have finished, choose a few participants to give examples of what their partner shared with them to the wider group.

At the end of the game, bring the adult learners back together for a short discussion on the topic of fake news and trust in media sources. Here are some question prompts you could use to get the discussion going:

- How difficult was it to sort the truth from the lie?
- Imagine if this were the case for news headlines. How would you be able to tell if the news story was real or not?
- Where else in the online world would we need to know when people are lying to us or telling the truth?
- Why might someone write a fake news story and pretend it's real?
- What would make someone want to believe a fake news story and like it? Why would some of them share it?

Source: Young Digital Leaders, designed by ISD (Institute for Strategic Dialogue), implemented by Action Synergy.

3. “My digital history” In different languages, and for a group up to 30 people
The facilitator prints photos related to various situations of daily life where adults face problems while using digital tools. Each of the adults choose one of these photos and explains how he/she relates to this problem. The purpose of this activity is to break the ice among participants and enable them to reflect on their personal history related to the digital world. Facilitator must prepare as much photos as the participants. Source: Action Synergy.

4. "Online Campaign: How would you use digital tools to take action?" In different languages, and for a group up to 20 people

In responding to this question of how they would use digital tools to take action the adult learners will either:

- a) Plan their own online campaign that uses a range of digital tools to make a positive contribution, both on and offline
- b) Research, join and contribute to an existing online campaign, to showcase effective communication and empathetic attitudes

Adult learners should have the choice here to work either by themselves, in pairs, or in a group of up to four people. Those working in pairs or groups will need to ensure there is a consensus on which issue their campaigning will be based around.

The facilitator will give each group a planning document, printed on A3, to support them, whether they have chosen option A or B. These documents will provide students with a clear structure to use when developing their ideas.

Source: Young Digital Leaders, designed by ISD (Institute for Strategic Dialogue), implemented by Action Synergy

5. "Watch your tone!" In different languages, and for a group up to 20 people

Adult learners should be placed into smaller groups of no more than five. The facilitator explains that they will now focus specifically on online communication, and he/she should remind the adult learners that, unlike with a phone call or a face-to-face discussion, much of what is posted or shared on social media is for a wider, more public audience. Adult learners should be asked: if not everything we write on social media is private, how should this affect the way we communicate what we want to say online? If learners don't arrive at the point themselves, the facilitator should guide them to the importance of tone of voice and use of language.

Learners are now shown a series of social media posts pulled from various platform, each of which discusses the same issue, but does so using a completely different tone. For example, the facilitator might show examples of posts that are critical of religion, but doing so in different ways: one post might put forward a balanced, rational and respectful opinion through their post, while another may be rude and hostile towards religion.



Upon seeing these examples, learners should work in their groups to evaluate how effective they think each person has been in effectively communicating the point they are trying to make. Learners should consider the following when reaching this judgement:

- What does the person really want to achieve through this post?
- How are audiences likely to react when they read this? What will the majority of people think?
- Is there a better way this person could have made their point?
- How could they re-write what they say here to ensure that more people respond positively?
- Does it sound like this person is interested in listening to what other people think?
- Does their post open up or shut down possibilities of further discussion?

Learners should be encouraged to recognise that somebody's tone is not always easy to grasp from a social media post, which emphasises the importance of making sure they are effective communicators online. Communication can be innocently misinterpreted, so the more conscious they are of being respectful towards each other, the more likely their point of view will be listened to.

6. "Hate or Free Speech" In different languages, and for a group up to 25 people

Explain to the adult learners that the following activity will strengthen their understanding of the difference between free speech and hate speech, and equip them with a range of responses they can take to push back against online hate and harassment.

Split the whole group into smaller groups of no more than five students. Each group is given card with an example of either free speech or hate speech on it. Working together, they should answer the following:

- Is this free speech or hate speech?
- Using your definitions of these terms, explain your answer.
- Is all free speech acceptable? Should people be allowed to say anything they want without retaliation or censorship, if it is legal?
- What is online harassment?
- Does this post target any groups or individuals in particular?
- How do you think this post would those people feel?
- Think back to the previous session: is there a way this person's feelings could have been communicated more effectively?
- If you saw this online, what would the most appropriate responses to it be?

When the groups have had time to consider their answers to these questions, a spokesperson from each should present their case study, displayed on the Digital Deck, to the rest of the class and run through their answers to the previous questions. Other groups should be invited to comment where they disagree with the group presenting, and in particular should offer suggestions on effective responses to each example.

As learners contribute suggestions for effective responses to these examples, the facilitator should be listing these down. When all groups have had the opportunity to present, they should see a list that includes, but is not limited to, these responses:

- **Ignore.** Whether a statement is free or hate speech, you can ignore it. Although not taking action can help protect you from any backlash from the content creator, your voice against their opinion or hate will never be heard
- **Argue.** If you think it is worth it, then arguing back in a polite, rational way could help others to rethink their ideas online. You could contradict the opinion with facts or other opinions, to provide the bigger picture. Whether or not you do this might depend on if you think they can be persuaded, or if you want others to see a different perspective
- **Share.** By sharing a piece of content without commenting on it, this could show that you agree with it. Adding a critical comment can make your position clearer to others online. Sharing content also means that more people will see it, so think about the effects of this.
- **Flag/Report.** If something you see online is hate speech, then you could flag or report it to the social media platform, to get it taken down. However, flagging a piece of free speech that you disagree with might take the platform moderator away from dealing with genuine examples of hate speech
- **Block.** If you feel threatened by a user because of their trolling behaviour or their use of hate speech against you or others, then blocking them could be a sensible option. But, blocking every person that disagrees with your opinions could lead to you operating in a narrower online 'closed groups'
- **Counter with positivity.** Countering with positivity can be an excellent option to highlight different aspects of a debate, discredit hateful messages, rally supporters to your arguments and enhance a positive and viral movement online. You can use relevant content that is already available online or create your own, and you can be as specific or nuanced, as direct or indirect as you want to be. You can for instance use humour, emotional stories or popular culture as a powerful channel to draw attention to your side of the story.

7.

ONLINE EDUCATION FOR TEACHING DIGITAL SKILLS

NAME	DESCRIPTION	TARGET GROUP
Digital solutions	JISC provides digital solutions for UK education and research for UK universities and colleges with shared digital infrastructure and services offering expert and trusted advice on digital technology for education and research, built from over 30 years' experience.	Adult Educators
Explain Everything	Explain Everything is all about interaction in a virtual environment. This digital tool allows students and teachers to collaborate on an interactive whiteboard thus encouraging group activities. This software can also be integrated with Schoolwork, Dropbox, Evernote, GDrive, OneDrive and more useful apps. With the drag-and-drop options, Explain Everything is super easy and intuitive to work with.	Educators
M-LEARN e-learning	The e-learning platform of the project M-LEARN which aimed to support the use of handheld technology in education. It included teacher training videos, the research, the training guide, teacher training guide and case studies. It also provided extra resources.	Educators
Online Course by Future Learn	Online course for teachers to gain knowledge of digital tools and confidence in using them.	Educators

7.1. ADDITIONAL RESOURCES, ESPECIALLY OER AND MOOCS FOR SELF-LEARNING AND INDEPENDENT LEARNING

LANGUAGE	LINK
English	https://www.jisc.ac.uk/
English	https://explaineverything.com/
English	http://actione-learn.eu/mlearn
English	https://bit.ly/2H71Axf

NAME	DESCRIPTION	TARGET GROUP
ICT in Primary Education: Transforming children's learning across the curriculum	The UNESCO Institute of IT in Education, along with the University of London, launches this e-learning to address the question: "Why and how are teachers integrating ICT into primary education?". Although it talks about primary education, it can be an interesting course for adult educators too, so they can be inspired by the use of ICT in schools. In addition, it is for free and it is possible to reset deadlines in accordance to the participant's schedule (flexible).	Educators, professional teachers, headteachers and policymakers
Critical media literacy and associated literacy skills	Course on digital skills and media literacy with critical review of privacy aspects.	Adults
SELFIE (European Commission)	SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) is a tool designed to help schools embed digital technologies into teaching, learning and student assessment.	Education organisations
Bad News	In the game, users take the role of a propagandist. In collaboration with the University of Cambridge, DROG have developed this innovative vaccine to show how various tactics and methods are used to spread deceitful messages. They believe the best way to cultivate a sixth sense to recognise and expose disinformation is to create it yourself.	General audience
ENTEP	A web portal for educators to search material, content, resources, suggestions and opportunities to develop their digital skills.	Adult educators
Descubre el futuro de la educación y el papel de la tecnología	It is a presentation by the professor Javier Tourón (University of La Rioja). The presentation is about the role of TIC in Education, and how it is possible to incorporate it for teaching and learning. It is free.	Adult educators
Informatica per tutti	A complete course for any specific theme or issue on computer for adults.	Adults (absolute beginners of any age)

LANGUAGE	LINK
English	https://www.coursera.org/learn/ict-primary-education?source=deprecated_spark_cdp
English	https://oeru.org/oeru-partners/otago-polytechnic/critical-media-literacies-and-associated-digital-skills/
24 official languages of the European Union	https://ec.europa.eu/education/schools-go-digital_en
English and Greek	https://aboutbadnews.com/social-impact-game
Greek	https://bit.ly/2QjhOWD
Spanish	https://www.tutellus.com/ciencias-sociales/sociologia/descubre-el-futuro-de-la-educacion-y-el-papel-de-la-tecnologia-10632
Italian	https://www.informaticapertutti.com/informatica-di-base-corsi-gratuiti-per-imparare-ad-usare-il-computer/#corso-base-per-imparare-ad-usare-internet

8.

EXAMPLES OF GOOD PRACTICE IN ADULT DIGITAL SKILLS LEARNING


How the digital skills teaching projects have been implemented? In this section, it is possible to explore different practices when teaching digital skills to adults. Initiatives are at European level, as well as national level.






8.1. EUROPEAN INITIATIVES

Project/initiative	EduHack
Organisation/company	Politecnico di Torino - NEXA Center for internet & society (applicant partner)
Where?	Europe
Aim of the activity	It aims to improve the skills of teachers-in-training and recently graduated teachers in developing and delivering eLearning courses, with particular attention to OERs and MOOCs.
Description	It applies the implementation strategies of a hackathon, but in terms of educational resources, in particular e-learning courses.
Results	120 educators trained.
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Link	https://eduhack.eu

Project/initiative	ParentsNet.com
Organisation/company	Virtual Campus (applicant partner)
Where?	Europe
Aim of the activity	The main outcome of this project is to produce multimedia material to train parents in the use of the ways of communication brought by Technological Society and the risks involved. This will contribute to the prevention, detection and solution of possible risk situations.
Description	The main objective of ParentsNet is to support parents to be more aware of digital device and environments with particular emphasis on the detection and prevention of the risks that the new technologies have for the youngest.
Results	4 workshops implemented in Spain, Ireland, Romania and Portugal.
	
Link	http://www.parentnets.com

Project/initiative	Technical Innovation in Blended Learning (TIBL)
Organisation/company	Fundación escuelas profesionales de la Sagrada Familia
Where?	Europe
Aim of the activity	The TIBL Project addresses the chances for adults to get better training supplying them with relevant and high-quality competences (skills, knowledge) for their professional life, especially to keep the employability. The project develops modern technology enhanced training which can be work-place based as well as traditional self-paced training. The project implements courses using the potential of innovative and active pedagogies such as collaborative methods (usual in Blended Learning) and a heutagogical approach putting the learner in the centre of the learning.
Description	<p>On one hand, the consortium identified missing digital competences in SMEs (in general) as well as in the group of employees. Nevertheless, many trainers also lack digital competences. On the other hand, learners are used to work with various digital devices (we call them multiple devices) during their work and also for further education or continuous vocational training.</p> <p>During the project, these circumstances are analysed, evaluated (also in the pilot courses) and uses as an impact for the trainers' toolbox. To assist trainers, a summary with solution proposals is presented in the MOOC as well.</p>
Results	<ul style="list-style-type: none"> • A supporting software tool for trainers. • The implementation of a training course for trainers to learn about the new techniques. • A transferability and evaluation guide for the use of the developed outputs.
	
Link	https://www.tibl-project.eu

Project/initiative	Open It Up ("OpenITup")
Organisation/company	DomSpain
Where?	Europe
Aim of the activity	"OpenITup" is an opportunity for both educators and adult learners to acquire the knowledge and skills necessary to be self-employed, a very challenging goal that seems almost impossible without basic skills, such as literacy and – in the world of global digitalisation – digital skills as well as basic knowledge of entrepreneurship concepts.
Description	The project defines new methods and tools for formal, non-formal and informal education and training, adopting a holistic approach, making use of ICT tools, to reinforce professional competences of educators, including those working with vulnerable groups, as well as improve access for adult learners to an open quality learning offer.
Results	<ul style="list-style-type: none"> • An E-course "Start Your Own Business" in English, Bulgarian, German, Greek, Italian, Spanish, Polish and Turkish. Available for adult learners and educators. • A Tool-KIT for educators with an ICT (innovation -communication-technology) approach, including ICT skills upgrading materials and teaching resources in the field of entrepreneurship. • Webinars for educators with teaching and learning tools, mostly ICT and digital tools. • Videos about start-ups in Europe, which provides practical and illustrative relevant information about how the ideas of the different businesses were born, problems faced, and how they were dealt with, lessons learnt, etc.
	
Link	http://openitup.eu

Project/initiative	Upskilling adult educators for digital lead
Organisation/company	Razojno Izobrazevalni Centre Novo mesto
Where?	Europe
Aim of the activity	The project aims to provide adult educators/trainers a comprehensive professional development programme for upgrading and up-skilling their digital skills which will be offered as an in-house training and pilot-tested as on-line tool. During the implementation of the ICT training Adult Educators' progress will be carefully monitored, whereas at the end the validation of learnings will be offered by the use of the OPEN BADGES system.
Description	It is widely acknowledged that educators across all sectors, but more importantly adult educators and trainers, face many challenges as they deal with increasingly complex and diverse learning situations and meet competence demands in a constantly changing work environment with the evolvement of new technologies, a constantly changing labour market with highly technical demands for skills and a challenging socio-economic context. As a result, there is an urgent need for Adult Educators is to enhance uptake of ICT in teaching and learning, to promote stronger coherence between the needs of the labour market thus achieving a better skills match for their adults and bridging the gap between the education and the world of work. Therefore, "Upskilling adult educators for digital lead" wanted to contribute to overcome such situation.
Results	<ul style="list-style-type: none"> • Extended and developed educators' competences, particularly in the effective use of I T in adult learning, for better outreach and improved learning outcomes. • An open and innovative training in the digital era, use of ICT to outreach disadvantaged groups. • Introduced new mechanisms for the recognition and validation of the digital competences acquired in order to achieve visibility, transferability ad transparency.
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Link	http://upskillead.eu

Project/initiative	Linguacuisine
Organisation/company	Newcastle University (UK)
Where?	Pan European
Aim of the activity	Linguacuisine aims to create a sustainable model for the production and use of multimedia materials for learning languages, cuisines and cultures based on user-generated content. It enables all EU citizens to take an active online role carrying out universal and enjoyable real-world tasks: cooking and eating food, learning languages, through its website and app.
Description	<p>The project created free downloadable smartphone and tablet apps that enable users to be guided through cooking a range of recipes in 6 different European languages. The phone or tablet will speak to the users in the foreign language and offer multimedia help in the form of photos and videos. Users will be able to set the app to their language level and will let the phone or tablet know when they are ready to move to the next step.</p> <p>The free app helps people learn a European language while cooking a meal! They can choose a delicious recipe in a language, and then their own smartphone/tablet will speak to them in the foreign language in their own kitchen and talk them through all of the stages of cooking the recipe.</p> <p>There is an online community linked to the site and the authoring tool can be used to upload recipes in their own languages, so that anyone anywhere in the world is able participate. The recipe builder was originally developed to teach digital skills to students and is ideal for that purpose. It can be used by citizens of all ages and backgrounds, languages and cultures; and already used with UK citizens, refugees, asylum seekers and migrants who did not take much part in the digital world, digital skills.</p>

Results

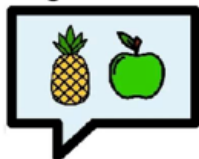
- 35 - number of recipes available online
- 394 - number of times recipes are accessed by users
- 16 - number of languages for which recipes are available

Qualitative results included:

- Improvements in participants' digital competence
- Learning of foreign languages and changes in their attitudes towards technology, foreign cuisines and cultures throughout the project
- Increased social inclusion through interacting with a new group of people in a new environment
- Enhanced employment prospects; the opportunity to share their home recipes and languages with others; the refugees and migrants
- Increased integration in the host culture and increased self-confidence at being able to portray their own language, cuisine and culture online

Testimonial: *"I have learned many things like how to interact with people and how to be involved in a group"* (Romedan, Foreign Participant).

Linguacuisine



Link

<https://linguacuisine.com/welcome-to-linguacuisine>

Project/initiative	M-LEARN
Organisation/company	Titan Partnership Ltd (Birmingham, UK)
Where?	Europe
Aim of the activity	The MLEARN project was a Comenius project that aims to support the use of handheld technology in education. The project recognized that handheld technology is becoming commonplace within everyday lives but can also be used as a powerful tool for learning in and outside of the traditional education environment. MLEARN worked with trainers to improve the use of, and embed, mobile technologies within mainstream learning.
Description	MLEARN was a project that worked to integrate the use of handheld technologies as a recognized and accepted learning tool. It tried to embed the use of this technology within teacher training programs. In order to do that, there was an initial training at the coordinator's city in Birmingham and then a pilot training program in each partner country (UK, Greece, Italy, Romania, and Netherlands). Prior to the training, a desk research was produced by the University of Lancaster as well as a training need analysis. The research, the training need analysis, the piloting and all case studies were uploaded to MLEARN's e-learning platform which offered the opportunity for trainers to receive all information online.

Results

- A teacher training content was produced for teachers across the subject spectrum enabling them to integrate handheld technologies into their mainstream teaching programs, regardless of subject.
- Teacher training programs accredited at national level, embedded onto ECVET.
- A teacher training guide, including example resources translated into all languages.
- Teacher and school-based case studies showing application of handheld technologies at all levels of learning in a wide range of subject areas.
- Blended/E-learning offer to support trainers' access to the learning programmes.



Link

<http://m-learn.eu>

8.2. INITIATIVES AT NATIONAL LEVEL

Project/initiative	One Digital
Organisation/company	A partnership of five project partners working across the UK: Age UK, Citizens Online, Clarion Futures, Digital Unite and Scottish Council of Voluntary Organisations).
Where?	UK
Aim of the activity	One Digital aims to deliver projects to help people benefit from being online through recruiting and training Digital Champions.
Description	<p>Projects wants to help people benefit from being online through recruiting and training Digital Champions. These are trusted people in local places who can have received training to pass on digital skills in an informal, but safe and effective way. The projects are delivered where digital skills are needed, working with charities, libraries and organisations with expertise in areas such as housing, employment, older people, social care and local communities.</p> <p>The Community of Practice is integral to the programme is the forum for sharing best practice arising from the One Digital projects to ensure that all partners are providing high quality Digital Champion support.</p> <p>One Digital project runs events and workshops, which provide opportunities to join in with sharing learning and developing practice, and has an e-bulletin.</p>

Results


- 2,700 - No. of organisations recruited
- 3,600 - No. Of Digital Champions recruited
- 36,900 - No. of people supported to learn new digital skills
- 49,000 - No. of people expected to be reach by the end of the programme in 2020 when the funding ends


Testimonial: *"My sessions have given me more interests, more contact and taken away loneliness. I consider myself extremely fortunate. I think the internet is amazing!"* (Sylvie, learner).




Link

<https://onedigitaluk.com>

Project/initiative	Connect Digitally, Easily and Simple. Promotion of e-Government and Digital Skills
Organisation/company	Cyprus Productivity Centre
Where?	Cyprus (Nicosia, Limassol, Larnaca)
Aim of the activity	The "Connect Digitally" programme provides free training courses to Cypriot citizen in order to develop their digital skills and learn how to use E-Government Systems.
Description	<p>The courses implement initiatives that allowed the development of digital competencies in adults. More specific the courses provide:</p> <ul style="list-style-type: none"> • The necessary skills for engaging and using e-Government systems online. • Digital skills with an emphasis on the use of the Internet and its core applications. • Older people training (60+) on how to use Windows, Android and iOS systems and devices.
Results	A total of 274 training programs and seminars were implemented within the project. The number of participants who successfully completed them is 3,419 so far.
	
Link	https://bit.ly/2X9shX6

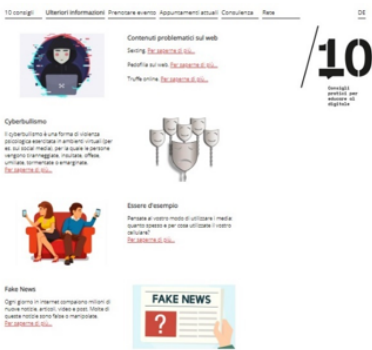
Project/initiative	State Institutes of Further Education
Organisation/company	Ministry of Education and Culture
Where?	Cyprus
Aim of the activity	State Institutes of Further Education accomplish social work, through the offering of allowances and scholarships to needy or excellent pupils. At the same time, experienced teachers as well as newly appointed ones are employed. In this way good use of the experience of the old teachers in combination with contemporary ideas of the younger ones is made.
Description	They offer courses to pupils at all levels of education as well as to adults, both in urban and rural areas. Thus, they offer equal opportunities for learning and contribute to lifelong learning according to the European Union.
Results	41 State Institutes of Further Education function all over Cyprus, attended by more than 17,000 pupils every year.
	
Link	https://bit.ly/2WmnFkc


Project/initiative	Mayores Movilizados
Organisation/company	Jovesolides, along with Fundacion Vodafone España
Where?	Spain
Aim of the activity	The aim of the project is to teach old people how to use ICTs, so they can become more active when interacting with other people (relatives, friends, etc.). The project also wants to contribute to improve the life conditions of old people.
Description	<p>The training is focused on the use of smartphones and tablets, as well as the use of social networks such as WhatsApp and Facebook. Moreover, the type of methodology is accessible to old people.</p> <p>The project has been successful due to the collaboration among Jovesolides, Fundacion Vodafone España, municipalities and the network of elderly centers in the Region of Valencia. The project targets old people older than 50 years old.</p>
Results	Since 2012, the project has trained more than 18,000 old people on ICTs in the Region of Valencia and Murcia.
	
Link	https://jovesolides.org/proyectos-emprendedores/e-inclusion#proyectos http://www.fundacionvodafone.es/noticia/jovesolides-y-la-fundacion-vodafone-espana-renuevan-su-colaboracion-con-la-septima-edicion

Project/initiative	Francisco Fernández's blog
Organisation/company	(teacher of an Adult Education Centre in Alhaurín de la Torre)
Where?	Spain
Aim of the activity	S.E.P. Alhaurín de la Torre
Description	In 2010, the adult education teacher (Francisco Fernandez) opened a blog in order to encourage his students to use the blog and the website, so they can improve their digital skills. As it is shown, the interface of the website is not very complex. The purpose is to have the website accessible to his students, so they can enter, manipulate and learn from the experience. It has been accredited as a good educational practice by the Ministry of Education.
Results	Francisco Fernandez has created a learning space where his adult learners can improve their digital skills.



Link	http://franciscofontalba.blogspot.com
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Project/initiative	Genitori Connessi
Organisation/company	Forum Prevenzione / Agenzia per la Famiglia
Where?	Italy
Aim of the activity	The main objective is to teach parents on digital education and make them interact about the role of digital tools for children education, making them aware of their habits and knowledge to acquire an everyday better usage of IT.
Description	The web is constituted by a number of associations working with adults and they base the activities on workshops divided into four themes: cyberbullying, online behaviour of young people, online safety and internet searching. One can book an event and organise it with the network according to the theme that it is felt to be more needed.
Results	Dozens of events, organised in different areas, raising awareness on topics such as bullying and cyberbullying, "generation online", safe behaviour on internet or the use of social media.
 <p>The screenshot shows the 'Genitori Connessi' website with a navigation bar at the top. The main content area is divided into four sections, each with an illustration and text:</p> <ul style="list-style-type: none"> Contenuti problematici sul web: Includes links for 'Sentire', 'Rivolgersi ai servizi', and 'Tutte le risorse'. Cyberbullismo: Describes cyberbullying as a form of violence using digital tools. Includes a link to 'Tutte le risorse'. Esempi d'esempio: Discusses the risks of using mobile phones and social media. Includes a link to 'Tutte le risorse'. Fake News: Warns about the dangers of believing everything on the internet. Includes a link to 'Tutte le risorse'. <p>On the right side of the screenshot, there is a large graphic with the number '10' and the text '10 consigli per genitori'.</p>	
Link	https://www.genitori-connessi.bz

Project/initiative	Movimento Etico Digitale
Organisation/company	Social Warning
Where?	Italy
Aim of the activity	The main objective is to train educators (schools or adult associations) on digital education focusing on the role of technologies, their potential and how to overcome the risks.
Description	In 2010, the adult education teacher (Francisco Fernandez) opened a blog in order to encourage his students to use the blog and the website, so they can improve their digital skills. As it is shown, the interface of the website is not very complex. The purpose is to have the website accessible to his students, so they can enter, manipulate and learn from the experience. It has been accredited as a good educational practice by the Ministry of Education.
Results	<ul style="list-style-type: none"> • A blog where it is possible to find relevant information about internet, social media and digital technologies (in Italian) • Trainings and events to teach participants digital skills and to promote digital citizenship
	
Link	https://socialwarning.it

9.

CONCLUSIONS





Undoubtedly, digital skills learning has become a key element in the global political agenda (e.g. UNESCO's programmes), as well as in the European political agenda (e.g. European Digital Agenda). In particular, many European strategies and initiatives have the aim of promoting the improvement of the digital competence of European citizens, from the youngest to the oldest ones. However, the significance of such European strategies and initiatives depend on the national policies to a large extent. Thus, it is also necessary that national governments firmly go for broke and implement effective policies and strategies aligned with European initiatives, so allowing all kind of citizens in European countries improve their digital skills and reducing the digital gap.

In this sense, the role of adult education (and adult educators in particular) must be central when teaching digital skills to adults in more formal education settings, as well as fostering the digital citizenship in non-formal spaces. It means, finding the balance between teaching how to use digital technologies and fostering the reflection about the current 'knowledge society'. In order to do so, educators have many materials, courses, e-learning, etc. available. Hence, it is up to adult educator's responsibility to be constantly refreshing and improving his/her knowledge and skills on digital technologies for both usage and teaching. Competent adult educators must have a wide range of methods and tools to engage learners with digital skills learning.

In this context, lifelong learning has to increase the access to learning opportunities on digital skills. On the other hand, it has to encourage educators to perform a constant professional development.

Finally, adapting methods and tools to different targets is essential to provide effective trainings to teach digital skills. Given the different practices, they show that it is possible to develop complex tools that allow deeper learnings, or simpler ones that address basic commands. Adult educators can be inspired by many approaches and activities, so creating their personal way to teach digital skills and promote digital citizenship. The key is "not limit yourself, expand your teaching!".

10.

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NOTES



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