



**Proposals for Development
for Increase of Efficiency of the Adult digital Skills
Development
in Germany**

The Purpose and Background of Preparing the Development Proposals

One topic that has gained prominence in the past years in particular is digitalisation in all areas. Adult education cannot be left out of the equation. What methods, tools and approaches do other European institutions use for counselling and training adults? How can digital skills be transparently assessed and comprehensively recognised? Which applications are best suited for everyday use in adult education? MAP focuses primarily on the exchange between organisations on these topics in order to learn from each other and apply innovative educational methods.

The cooperation project MAP involves eight partner organisations from Hungary, Germany, Estonia, Rumania and Spain that work together on the improvement of digital skills in the two year project (from January 2022 to December 2023).

MAP involves three major points:

- 1) The Collection of Best Practices – a document giving insights into the practices used by partner organisation in regards to digitalisation in education.
- 2) The Further Training Framework – giving advices for professionals that are involved in the development of digital skills of adult learners.
- 3) The Country Specific Development Proposals – containing useful recommendations for the partner country supporting the digital switchover of adult education.

In the following, the development proposals for policy professionals and decision-makers, training providers, and authorities and other organisations are summarised.

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 that can easily be used in practice.
- It is recommended to use the Framework and try to disseminate it to several different organisation types as it can be useful for a wide target group.
- To even improve the usefulness, a good idea would be to use the general Framework and adapt it to country specific circumstances.
- 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.

2. Proposals for training providers:

- It is comprehensively recommended to not only concentrate on the digital skills development of the learners, but also of those of the teachers and trainers. The teachers and trainers have the function of multipliers in the use and application of digital skills. If the trainers and teachers are keen on involving more digital skills in their education processes, they have the chance to also improve not only their own digital skills, but also those of the learners along the way.
- Adding to the point above, it is recommended to also assess the digital skills and competences of trainers and teachers regularly, to make sure that they have the basis to provide successful courses and classes on digitalisation to their learners. Distinct forms of assessments and examples should be provided.
- To make sure that courses for developing digital skills achieve the greatest effect on the learners, it is highly important to assess the state-of-art of the learners' digital competence first. Assessments can help to reduce the variety of knowledge and skills levels within one group and make sure to separate groups according to their current skills and competences. This helps to achieve a better effect when teaching digitalization, since otherwise if working with heterogeneous groups, some learners might find it too easy and get bored while others have difficulties to keep up with the learning pace. Thus, different forms of assessments (e.g. online assessments, written assessments or oral feedbacks) can help to find out the current state of the learners' digital competences.
- 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 the timing and duration of digitalisation courses as flexible as possible.

- When adult educators use digital tools and methods in their teaching, they need to be made aware that not each learner might be able to understand and apply digital methods, since some of them might only have very limited digital skills. Therefore, it is considered to be important that each teacher and trainer gives instructions on digital tools and makes sure that each learner feels comfortable and familiar to use them.
- 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.
- As the Framework provides a great basis, it would be a good idea to develop and collect practical training materials based on the Framework that are ready to be used in teachings and trainings (e.g. make a collection in a specific platform linked to the Framework).

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.
- As seen in some of the best practices, it is a valuable approach to either use incentives or combine digitalisation with other aspects of learning. Often digitalisation is an abstract topic, that some employees might be afraid of. Therefore, in order to increase their motivation, digitalisation trainings could be combined with incentives or they can be involved in trainings with another topic that the employees feel more familiar and comfortable with (e.g. a Business English course that uses digital tools).
- Exchange of experiences – it is recommended that organisations become part of networks or form networks with other organisations interested in the same topic. This provides a valuable basis for learning from each other and gives them a space to exchange their experiences, as digitalisation is a topic that nowadays should concern all organisations.