DIGITAL GUIDE

DIGITAL SKILLS
4 ALL

DIGITAL SKILLS 4 ALL

KEY ACTION 2

STRATEGIC PARTNERSHIP

ADULT EDUCATION

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MOBILITY FRIENDS

Introduction

The project Digital Skills 4 All with Project Number: 2018-1-EE01-KA204-047080 is a long term Strategic partnership project in the field of adult education under Erasmus + program. The project partners are Nooruse Maja(Estonia) acting as coordinator and the partners-Alternativi International (Bulgaria), Futuro Digitale (Italy), Mobility Friends(Portugal).

Digital skills 4 All project provides guidance and training for adult educators across Europe on how to use ICT tools and digital methods to better deliver basic skills in adult education. In order to identify and analyze what are the needs of the reference groups, in relation to digital skills, two surveys were carried out, then submitted to adult students and teachers in the countries of the project partner associations. Based on the survey results, there were educational modules developed to help adult learners in acquiring basic skills and knowledge in ICT from one side and help educators deliver ICT to low skilled adult learners. This digital guide is aimed at practitioners, teachers, adult educators, and will close the gaps how to employ ICTs and introduce digital education to low skilled adult learners.

The first chapter "Digitalization. New ways to improve employability" provides an overview of digital education in Europe-starting from DS4A survey results on European level about usage of digital tools, the digital education in the new era and its importance for the workforce and labor market, national strategies for encouraging digital education from various European countries. Moreover, it also provides an analyses on the future of digitalization- how all spheres life will be influenced by digitalization, the need of adaptation of adult learners to the new environment and labor market, the European strategy for increasing technological future.

The second chapter of the guide "Challenges and opportunities for adult educators in the everyday life" is addressing the need of adult educator and trainers to adapt to the new environment in digital world. The chapter provides guidance for educators how to deliver in a more effective way ICT knowledge and skills to adult learners due to the characteristics and specification of those target groups. The third chapter "Training recourses and methods" provides concrete training methods, ready to be applied by educators to encourage ICT and digital education. The chapter provides tips and trick for facilitators, trainers and adult educators, integrated non formal education methodology-thus making digital education more understandable and easy to digest. Furthermore, there are handouts to be used along with some of the methods to be used and directly applied.

The last chapter of the guide "Best practices in European level and recommendations" is mainly focusing on exploring best practices on the topic across Europe and offers and recommendations how to integrate non-formal education in Adult education as well as how to make access to digital tools easier for the adult educators and learners. The chapter also focus on important features, related to the modern labor market, such as social media, Search engine marketing/SEM/, social selling, email marketing, video and how they can be used to encourage employability by adult learners.

Enjoy Reading!

Chapter 1: Digitalization. New ways to improve employability

I. Digitalization

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Digitalization or digital transformation describes the continuous change process to digital processes, based on a sophisticated IT infrastructure, digital applications and optimally networked systems and data. The existing business model is digitally mapped and/or new digital products are developed. Information, communications, processes and services are networked via digital platforms.
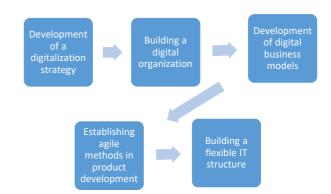
Digital transformation leads the fusion of online and offline, disruptive technologies and the radical change of entire industries. Automation, optimization, autonomy of processes as well as more flexibility and individuality of products and services are just some of the benefits and opportunities of digitalization. The process also leads to innovative business models and digital products. The most common drivers of progress are increased customer expectations and competition in the market.

Digital skills are changing the way organizations operate. In this chapter we explain the ways to fit into the workforce of the future. When it comes to the jobs of the future, there's good news. Most employers plan to increase or maintain their headcount as a result of automation, according to the latest Manpower Group research. Humans are wanted. At the same time, the nature of work is changing. To stay relevant in the workplace of tomorrow, workers need to focus on nurturing their learnability and developing soft skills. To improve employability, here are skills to work on in the future.

As the skills of the future continue to emerge, learning how to learn will be essential. Learnability is the ability and desire to quickly grow and adapt one's skillset to stay employable for the long-term. This is important because in the next three years, over half of all employees will require significant reskilling and upskilling. This training can take six months, 12 months or even more than a year. Learning is key to being employable now, and for the long term.

Requirements for Digitalization

In order to make digitalization successful, the appropriate prerequisites must be created. Five important components of successful digitalization include:

Advantages of Digitalization for the Business Sectors

There are many reasons why companies are making this change: save cost, global reach, customer interaction, achieve their mission and vision and being at par or ahead of their competitors.

- **Management**: Future-proof solution, flexible reaction to market changes, higher ROI, maintaining the competitive edge
- **IT**: Flexible and scalable infrastructure, less effort for development, shorter release cycles
- **Controlling & Finances:** Efficient use of resources, lower personnel costs, current numbers, reduced investment costs
- **Marketing**: Analysis of results, personalized address, better targeting, reduced ad spend, increasing operating range, shorter time-to-market
- **Sales**: Sales- and partner portal, automated sales support, simpler onboarding
- **Production**: Automated processes, digital control via web/mobile app, improved allocation of production goods
- **Human Resources**: Targeted marketing, talent traceability, CRM for interested parties with all data
- **Complete Company:** Flexibility, scalability, automation, high performance, high software quality in the long term, foundation for innovation and agility

II. Self-Improvement

1. Being updated

To sustain in this business scenario, you need to have well-honed life skills together with educational qualifications. Today's employers don't stop looking for qualified employees only. Instead, they look for people who can create a path to the future – a road full of innovative ideas and creativity. You must have good motivation, good attitude and the ability to manage time strategically. Additionally, you'll need to manage all your communication in terms of going online, over the phone, face-to-face, writing emails, online chats etc. while managing different kinds of clientele in geographically dispersed locations. This is the importance to stay up to date in terms of communication skills and other qualities required to handle such diverse tasks.

2. Working on the CV

To get picked by top employers for a certain position, your CV needs to be modified accordingly. When a position with specific requirements becomes vacant, a normal CV isn't likely to perform well. These days, most employers publish the exact requirements of a vacant position, which greatly helps candidates to modify their CVs. Thus, it's advisable to fashion your CV in sync with the things that employers want to know about you and how you can help the organization to attain its goals.

3. Working on soft skills

Today, businesses are rapidly transforming around soft skills. Skills like **team work**, **time management** etc. are becoming more critical than ever. Hence, employers are emphasizing these skills.

If you lack these skills, you need to work on developing them. Getting engaged in different activities like volunteering, community projects etc. would greatly help you to develop soft skills. Additionally, you need to be prepared to talk about both professional and personal

weaknesses. Provide a development plan whenever you are asked to discuss your weaknesses so that the impression you create is a positive one.

Employers value **human skills** that endure even as automation proves better at routine tasks. Workers who demonstrate higher cognitive skills, creativity and the ability to process complex information can expect greater success throughout their careers. By 2030, demand for social and emotional soft skills will grow across all industries by 22% in Europe, according to the WEF Future of Jobs report.

People perform at their best when their role is the right fit for their natural capabilities and their strengths are understood. Assessment is the most valuable way of understanding human potential and matching people to the right role. This is how employers can identify skills people have that can be easily adapted and applied to new roles. The future is bright for employability, as long as workers continue to learn, adapt and grow. With an eye to the future, workers can increase their employability and find new ways to succeed tomorrow.

4. Networking

Professional networks help to develop one's career and to attain certain goals. Relationships with different types of people who might be your next employers can help take your career in the right direction. Also, it's of great importance to distribute your network amongst diverse industries and professionals in different

positions. When you have a robust network of professional contacts and connections, only then you'll be able to attract the top employers and your desired jobs.

You can use different social media platforms to make contacts and enrich your network. There, you can interact with experts from different industries who can guide you to develop your career in the right direction by providing **valuable inputs** coupled with their varied **knowledge** and **skills**.

Throughout the career, the majority of opportunities can come through relationships with others, making the ability to network an important skill to have. Employment fairs, business events and interviews are all opportunities to expand your network of contacts, and there are many advice websites on how to network effectively. Most important is to remember who you meet. A good tip is to write down a memorable fact about the person on the back of their business card or in a notebook. To get noticed by prospective employers, you need to understand their requirements. This is where you need to know the difference between benefit and features. Benefits are something that an employer is going to have by hiring you, while features are the strengths that dictate your candidature. Having said that, you need to understand your core strengths that are necessary to demonstrate your skills. Since the recruitment process mainly involves performance comparison, you need to be aware of your USPs (the strengths that help you stand out from others). Identify these strengths, clearly

mention them in your CV and keep them in mind when answering assessment questions in the interview process.

Since many employers these days use social media platforms to find the right candidates, you should put every effort to get noticed on Facebook, Twitter, LinkedIn, Pinterest and Google+. From listing your degree information and work experience in your profile, to demonstrating how you handle different situations and your soft skills, you can do a lot across these platforms. For example, on LinkedIn, you can get your skills validated by your contacts or ask for short recommendations from previous employers. On Facebook, Google+ and Twitter, you can 'like' and 'follow' pages of relevant companies to get updates from them (which could help you find out about job vacancies), post comments, join groups relevant to your job search and participate in discussions. Posting content related to your job search on these sites (say, a visual pin board on Pinterest showcasing your projects) can also help you get noted by prospective employers.

5. Organization and Preparation

Solid preparation for an interview has become more important than ever. Remember that you'll only have one chance to prove yourself as a prospective candidate. First, you need to understand your target employer very clearly: the industry it belongs to, the services or products it offers, etc.

Check the organization's website to gain a solid understanding of all these. Meticulously read its annual reports, editorials, future goals etc. Check the different social media platforms of the employer to get to know its employee strength, overall production volume, etc. Once you're done with your research, it's time to prepare your responses to questions with the help of these interview questions. Jot down questions about growth opportunities, company culture etc. that'll help you have a better picture

of the organization. Make copies of all your important documents well in advance to avoid hassles on the big day. 'Demonstrating self-reliance in building a broader skills base is the number one quality for increasing employability,' adds Paul Blackmore, head of student employability and academic success at the University of Exeter. 'Candidates will benefit greatly in the eyes of employers if they can prove they have taken proactive steps to understand what it takes to succeed in the workplace, and have sought opportunities to gain relevant experience.'

Initiative

Managers will expect you to work largely unsupervised on a day-to-day basis, so they need to know you can make responsible decisions on your own that result in a positive outcome. As a student, one of the best demonstrations of 'taking the initiative' is relevant training and work experience. Undertaking roles or placements, and courses in both core technical subjects and some of the broader skills listed below, provides evidence of your ability to define the requirements of tasks and implement them successfully. Responsible decision-making demands strong commercial acumen, which describes your ability to understand business situations and apply your expertise accordingly. Alongside the technical know-how gained through your core qualifications, you will need to gather a much broader range of relevant knowledge. Your ability to do this can be demonstrated in interviews by researching the wider industry that your potential employer is in, how current affairs affect it, and any other relevant influences and facts.

Professionalism

Employers want evidence that you can deliver projects and tasks reliably, ethically and in a way that adds value to their organisation. The other skills in this article all contribute to professionalism, as do personal standards such

as time-keeping, appearance and your ability to treat colleagues with respect.

Innovation

Adding value to an organisation tends to come through seeing new ways to undertake tasks or solve problems. Therefore, look for ways to demonstrate your ability to bring something new to the employer without undermining the fundamental requirements of the profession. Rather than arriving at an interview with speculative ideas that might be off the mark, demonstrate how you were able to add value to something you undertook in the past, particularly in a work role or placement.

Project management

Every task you undertake will have some form of deadline. This might be preparing a document for a weekly meeting, delivering a project to a specific timeframe, or achieving a major initiative in key milestones. Employers will value your ability to plan workloads to meet timescales, and respond to challenging deadlines when the need arises – even if it sometimes means working outside regularly scheduled business hours.

Communication and presentation

Written and oral communication skills are as fundamental to employability as technical qualifications. Naturally, this means paying close attention to the wording of your CV, covering letter and any mock assignments you are asked to prepare. Interviews give employers the chance to assess your presentation skills, so prepare well and rehearse as much as possible. For example, undertake research about common interview questions, and craft answers that demonstrate a range of employability skills without sounding forced. It's a good idea to find a relevant mentor to help, even if it's just to provide feedback on what you have prepared.

Teamwork

The ability to work well with colleagues is paramount, and being able to reference team-working examples from work roles or placements will help to demonstrate this. Other activities can also contribute, such as participation in team sports. Acting as a team captain can be particularly appealing to employers as it demonstrates leadership potential for a later point in your career. Employers willing to invest in career development will be looking for candidates that can grow with their organisation.

III.   Methodologies

Pillars that Support a Successful Digital Business

Market insight combined with modern technology only gives the traditional/conventional form of market awareness or business understanding of a digital dimension. Combining insight and technology from the beginning serves to guide teams of business leaders and tech engineers to address the needs of the consumer. Once these foundations are laid, as with any business, these consumer demands need to be monitored and taken for the duration of the business lifespan. A better understanding within the team will automatically attract more consumers. To cater to the demands of the consumer, the inside team should be able to analyse the requirements and also their own ability.

From a technological angle, digital businesses include one or more software platforms, using the best technology available to suit the company's individual needs. The final pillar which is a primary component to the digital business and its success is the platform. These technologies enable businesses to strive for their goals, instituting their vision and achieving their objectives.

Establishing Agile Methods

The appropriate methodological competence is of fundamental importance for the success of a digital organization. It is needed to meet challenges as well as to develop and efficiently implement digital business models. This applies to structures, methods and processes as well as the culture within the company. According to survey, most projects and business *startups* fail at the operative level – and not because of bad ideas. In order to implement digital business models efficiently and effectively, to bring prototypes to the market quickly and to react flexibly to customer feedback and market changes, an iterative approach with agile methods offers a considerable advantage. The establishment of agile methods applies to the methodology of software development and project management, including processes and structures, as well as corporate culture.

IV. Applicability of Agile Methods as Applied in IAMF

Ensure Customer Satisfaction

'Customers are always right'. Businesses have figured out that they cannot continue to operate and be successful unless they are liked by customers. With no customers, businesses close down.

If you are not already doing this, you need to begin thinking of yourself as a brand. You need to be thinking how to build your personal brand and how to ensure that your customers are satisfied. A personal brand is essentially how people think of you, and what you are known for.

Take the time to think of and identify what your strengths are and what your weaknesses are. Write them down and come up with a plan on how to build on your strengths and work on your weaknesses. Ensure that you put extra effort in being nice to others, help them when you can and share knowledge freely.

Welcome Changes

Typically, big changes are problematic for most people. People love to settle in routines and continue doing what they do on auto-pilot.

Consequently, one of your goals should be to be more open and accepting to change. Firstly, begin by appreciating that change introduces opportunity and personal and professional growth is all about being in the right place at the right time.

> *"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change." – Charles Darwin*

Finally, we would also challenge you to carry out a thought experiment where you identify a specific large scale change in your life and how you would go about dealing with it. Identify the skills you would need and then come up with a plan on how to acquire them.

Deliver Working Solutions Frequently

Dependability is a key quality to have and it is one to strive for in life. Being dependable comes in many shapes and forms; it is about ensuring that once you have agreed to do something that you follow through and do it.

We do understand that often, you have agreed to do something but then life throws a curve-ball at you and for whatever reason you are not able to deliver. What do you do then? In those times, it is all about communication. When you agree to do something for

someone, whether that is at work or in your personal life, communication is key.

First begin by ensuring that you know exactly of what you need to be doing and by when you need to get it done by. Then make sure that you keep the other person informed of any progress or any curve balls that are coming your way. Especially those curve balls! As soon as you are aware of something inhibiting you from delivering or slowing you down make sure that you communicate it.

So, we challenge you to aim to be more task oriented. Break down what you agreed to do in tasks, create a list and then follow through each task and see it to completion. Task lists will keep you focused and will provide motivation when you are crossing things off of it.

Get to know your stakeholders and neighbours

Networking is key to any career development or personal growth. Having the right contacts is invaluable. Make sure that you take the time to schedule catch ups with different stakeholders at work. In your personal life, spend more time getting to know people better; your friends, your family, whoever is important to you.

Furthermore, endeavour to build relationships out of your immediate circle. Be sociable at work and get to know more people. Say good morning to people in your way in and say goodbye on your way out. Never eat alone; always aim to have lunch with somebody else.
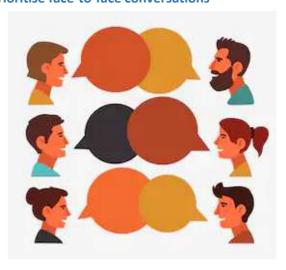
Trust motivated people to get the job done

This principle is about having the ability to delegate and ensuring that people get things done. If you are in a managerial position, then give more responsibility to your directs and watch them grow. As they grow under your guidance, you will have more and more time to focus your time on ways of expanding your role and focusing on what is important to you.

If you do not have a managerial role, then use this principle to help guide the relationship that you have

with your manager. Ask for more autonomy and liaise to have your work measured against tasks or goals. Micromanagement does not work for anyone; and the more autonomy and trust you get from your manager the more flexible work you can have. That is, if your task was to complete X by next week on Monday, then how you do it and in which hours you do it should be irrelevant.

Note however that it may take time for your manager to trust you sufficiently to do this. As always, look for available opportunities and plan on how you can get to where you want to be. Ensure that you speak up and that your manager is aware of what you are trying to achieve.

Prioritise face-to-face conversations

When it comes to communication, the form that we choose to do it in is very important; and yet enough thought is rarely put in it. Direct, face to face communication is one of the most effective ways of communicating. In the modern workplace, most communication happens through email. Email is a great tool to use and a great way to document what has happened, however it may not always be the most effective way of communicating. Note that any conversations should be followed up by an email confirmation of what was discussed to ensure that everything is properly documented and there are no confusions later on.

Always be ready for action

This principle is about always being in a position to act on any opportunity. To do that however, one must constantly be working on their skills. It could be

something that you do on your daily commute, or something that you do every morning before you get out of bed. This could be as simple as reading non-fiction books or taking a course online on something that interests you. Identify areas that you would like to learn something further about and dive in, head first! Nobody has ever lost anything by becoming more knowledgeable.

Promote sustainable development

It is often said that life is a marathon, not a sprint. As such, sustainability is everything. It is very common to hear about people 'burning out' and requiring quite a bit of time to recover.

This principle is about ensuring that you run your life in a sustainable way. There is no way around hard work; it is just something that needs to happen. So how do you make sure that you don't burn out?

Continuous attention to excellence and good design

This should go without saying. You should always strive for excellence regardless of what it is that you are working on. If you are known as a meticulous, responsible individual who is always striving for excellence, then you're already winning.

Often times, without realising, excellence is just around the corner. It is about the little things; that little extra attention that people did not expect. It is about the hand written letter, the follow up phone call, that warm smile!

Simplicity — the art of maximising the work not done

In the agile circles, there is a Navy principle that is quoted often:

KISS: Keep It Simple Stupid

There is elegance in attempting to keep things as simple as possible. Not everything needs a full flown analysis or solution. If you are worried about your boss or anyone else criticising you for choosing the simplest approach, then just make sure that you document your analysis into the alternatives that you rejected. Document the fact that you have briefly considered other options and you decided to strategically KISS.

V. Digital Skills to improve employability

Social Media

According to a recent study, there are 2.7 billion active social media users worldwide. Of these, 2.5 billion are active users on mobile devices. These figures show a 30% increase in mobile social users in just a year which is projected to increase year-on-year.

The ability to understand and utilize social media effectively is a core skill every professional should have. Social media marketing goes beyond posting a tweet or Facebook update; it is about understanding the dynamic relationship between brands, influencers and consumers. To put it simply, businesses need to reach out to customers in ways that will drive traffic to their website—or product—for potential conversion.

Social media has permeated the fabric of our society, and become the primary source of communication and information flow between content creators and consumers. Educators who recognize social media's influence should understand the intricacies of each platform and its potential influence to maximize community engagement in order to provide graduates with valuable and applicable skills.

Search Engine Marketing

Beyond social media, search engine marketing (SEM) is one of the most influential disciplines that marketers have come to rely on. To put things in perspective, more than 6.5 billion SEM results are carried out each day with Google accounting for 77% of that traffic.

Students with SEM experience will be able to increase the visibility of a company's website on a search engine (e.g., Google) primarily via paid advertising. By doing so, the business will attract valuable web traffic from the search engine results page.

By using SEM, students will be able to capture part of the 6.5 billion search traffic results. That is why marketers, Content Managers and webmasters spend a great deal of time optimizing their websites and ad

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campaigns to ensure the highest conversion rates possible.

Most companies are in the business of selling products or services. It is therefore imperative that their brand is easily found online amongst their competition. Job seekers need to have a working knowledge of search marketing if they can understand the bigger context of their job function.

Analytics

According to Forbes, only 22% of marketers claim that their data-driven marketing initiatives are achieving significant results.

Peter Drucker, a leader in management education and often described as the founder of modern management, has this to say:

"If you can't measure it, you can't manage it."

Data analytics essentially allow students to make educated and data-driven decisions in their roles. Numbers define whether a campaign was successful, and by what percentage. The key to analytics is knowing what data to collect and measure in order to improve the next campaign. Companies do not want to waste valuable marketing dollars based on trends or gut instincts. It's all about maximizing each campaign's effectiveness and optimize the return on investment.

Analytics typically go hand-in-hand with SEM. These two complementary skills work together to ensure a business understands what consumers want, and how best to attract and retain their attention.

Content Marketing

Content comes in many forms – blog posts, videos, podcasts, infographics, even social media status updates.

Marketers may spend their time optimizing keywords and advertising campaigns, but content is still king. After all, a website or social media page is driven by its content and without it, customers have no way of understanding the benefits of a product or service.

Content is crucial in driving brand awareness and can establish brands or influencers as thought leaders. Therefore new hires need to understand the importance of creating not just content, but content that is relevant to keyword research and optimizing them in a strategy.

Email

One of the best ways to obtain and retain leads is via a tried and tested method: email.

Email is one of the oldest forms of direct marketing and still packs a punch in customer acquisition and retention. From startups to multi-national corporations, email helps launch many successful campaigns.

But make no mistake, email marketing is an art form in itself. An experienced digital marketer knows that each funnel stage has to be carefully planned. From the signup page—including its placement on a website—to the first welcome email, every step needs to be optimized in order to attract and retain users and build engagement.

People may change social media accounts or home addresses, but people aren't prone to changing their email addresses. That is why professionals that

understand the power of email to connect directly with consumers are in high demand.

As such educators should not disqualify email as an old-fashioned tool, but instead challenge students to rethink of ways to use email in their roles - current and future.

Mobile

According to We Are Social and Hootsuite's recent report, mobile connectivity continues to grow with nearly two-thirds of the world's population using mobile phones, and 55% of all active connections come from smartphones. Since smartphone traffic now exceeds desktop traffic, it's clear that mobile is the future.

To comprehend the impact of this change, we need only to look at Google. The world's largest search engine provider has created a mobile-friendly web app designed to test the usability and speed of mobile websites. Having a mobile-friendly webpage can enhance your search presence amongst consumers who do not have access to desktops. Jobseekers can use this knowledge to their advantage by optimizing campaigns to make use of the latest developments in mobile search and user experience.

Strategy & Planning

Businesses that embed strategic planning in their marketing agenda are most likely to see measurable results in the long-term. Instead of planning on an ad-hoc basis, digital marketers need to create and implement campaigns that are based on analytics and quantifiable SEO data.

For example, setting specific KPIs and identifying methods for measuring each indicator can help a marketer remain accountable. It is also imperative that they analyse past campaigns and decide which metric is worth measuring.

To put things in perspective, strategy and planning is a leading skills gap in organizations – according to 58% of professionals in the USA, 55% in the UK and 42% in Ireland. By providing skills in how to plan and execute a digital strategy, graduates seeking new roles will have a clear advantage over their peers with little or no knowledge.

Social Selling

To connect with and influence customers, sales professionals need to be where their prospects are: online. As social selling is proving its worth for sellers that use it - 90% of top salespeople use social selling tools successfully - it is becoming more and more important for new hires to have experience using sales technologies.

Businesses across industries are also beginning to understand the importance of social selling investing in new 'sales stack' technology over and above a CRM such as email tracking tools, productivity apps, and sales intelligence software. Above all, social selling tools are seen as very effective in engaging with and

influencing consumers, particularly amongst top performers.

In fact, according to LinkedIn, more than 70% of sales professionals use social selling tools such as LinkedIn, Twitter and Facebook and see them as having the highest impact on revenue.

As a relatively new arena for organizations, offering training that is industry aligned will help any student interested in pursuing a sales career with invaluable and highly sought after tools.

Video

In the digital context, video has evolved from being just a form of entertainment on YouTube to a major social media content driver. Snapchat is now a powerful and influential platform while Facebook now uses video in its Instagram's Stories.

Video as content is easier to consume than a typical blog post. It is also more entertaining and appeals to millennials. By combining the emotional power of social video with the reach and scope of digital advertising, markets can tap into a growing market of engaged consumers.

CHAPTER 2: Challenges and opportunities for adult educators in the everyday life

It is well known that we live in an age where a significant number of adults exist who had little to no access to quality education as children. It is also quite evident that a large representative of them were provided education in both an out-dated manner and in areas somewhat irrelevant to the present day. In a rapidly changing world, the art of establishing the role of education in order to have a developed society is as relevant as ever. The concept of education and lifelong learning as an integral part of society must be present in the minds of all citizens; no matter their age. A good education starts with a better perspective on previous education as well as rethinking the role of adults in order to respond to the educational challenge of an ageing population in Europe. The fact of the matter is that adults are not only supervisors, but they are also educators whose actions have historic consequences for the education system and for the future decisions on lifelong learning activities. These are the ideas that are active in European policy and strategic documents. A radical change in pedagogical patterns, which involves reflecting on relationships and situations, requires re-assessing the role of adults, of the non-formal learning, and formal education. Especially as in the modern era this must be adapted to the global society. Across Europe re-skilling adults professionally, personally and socially is a strong objective for all the member states and partner nations, but how do we engage in bring someone back into education and what problems will this pose?

The Council of Europe, the European Union on the Organisation for Economic Co-operation and Development (OCED) have all expressed a considerable desire for transforming this society in a globalized one, available to do whatever it

takes to raise up the economy and to ensure performance in education. Herein lies one of the first challenges; in an age of neoliberal globalisation will such education support the requirements of the adults professionally, personally and socially? Such concepts to consider within this area whose economy does it support. Does this support the adult learners directly? Or does it support larger conglomerates? Radical change requires radical questions which include questioning authority, process, policy, and politics. These are some of the deeper issues adult educators must address when developing their educational process.

Adult education is very regularly classified under lifelong learning and it is important to know that "Lifelong learning includes people of all ages learning in a variety of contexts – in educational institutions, at work, at home, and through leisure activities. It focuses mainly on adults returning to organized learning rather than on the initial period of education or on incidental learning" (Schuller. T., and Watson, D., 2009). We now live in an age where literacy no longer simply means the ability to read and write; we have media literacy, digital literacy, computer literacy, health literacy, emotional literacy, cultural literacy, etc. As with any point in the present, we live in an age where access to information and the requirement to understand it are larger and more complex than ever. Following this, the crossover and intersectionality between these literacies are

growing every day. In the past, there was little to no requirement for the crossover over agriculture and digital literacy. Now digital skills as an essential part of the agricultural industry as they are for the professional and social lives of those who work within it. Having one specialist set of skills is no longer the required norm; whatever specialist set one has, they must also possess a general set of skills in a number of areas for their professional, personal and social wellbeing.

I. Adult Education in Modern Discourse

Adult education in modern discourse has historically been developed from a vocational (and sometimes academic) point of view and neglects many other aspects of education or learning. Still to this day, pragmatic orientation is a far stronger influence than societal transformation on an intrinsic level. Therefore, modern adult education (especially in Europe) is preparation or re-education for work and employment or at best mandatory functions in society. Again, this concept is massively promoted by major players in economics like OECD, the International Labour Organization and the World Bank. The only major institution that applies a more humanistic approach to the idea is UNESCO which again is subject to manipulation. Herein lies a reiteration of the first major challenge of Adult Educators; What is the education for?

Adult educators are signposted into an educational methodology somewhat different from that of youth workers. Reflective elements of self and personal development within a transforming society are somewhat lost under the idea of obtaining a skill to earn money or perform a task. When reflective elements do exist in the adult world it is usually in a therapeutic sense towards the mental health are of life. As such, meaning general support for our

public in every changing world was completely overlooked.

Acknowledging this is a step towards resolving it. However, it also realises another challenge for adult educators; how to realistically support adults' social and personal needs alongside their professional ones? This itself is a question with many challenges within it, yet many opportunities as well. Some of these challenges and opportunities are the same. One of the biggest challenges, yet huge opportunity to support high-quality education within the adult community is Information and Communication Technology (ICT). Simultaneously ICT offers and ability to support more adults than ever before yet is uncritically hailed as the 'saviour' to many educational problems and uncritically relied upon. Originally the concept of lifelong learning was to stress non-formal and informal learning. However, this actually became somewhat more of a 'false idol' than a concept in practice. With recessions and employment issues across Europe, adult education remained within pragmatic and economic scopes. Including the access costs to such education leading to other challenges like if the adults who require it, can afford it and with such areas like ICT, afford the equipment. To this day Lifelong learning has not lived up to its original concept and has somewhat neglected adults in the educational life-span perspective.

The Sustainable Development Goals (SDG) and in the Education 2030 agenda educational goals and indicators for achievement by UNESCO sets out for the first time in realistic history huge opportunities for radical change in adult education. However, it does not realistically raise the major question of 'if the main approach is the right one?'. Major reflection still needs to be conducted across Europe on the main reasons for Adult Education. As with many things in adult education this again provides both a challenge and an opportunity to of recognizing and tackling

the domination of rhetoric over the implementation of global goals as well as a narrow and reductive understanding of adult education.

As Katarina Popovic (2019) states 'Adult education is not a trendsetter in social changes anymore, as it was many times in the history, but more an uncritical follower of contemporary 'fashions' and trends. This, in short, has led to the development of adult education containing many buzzwords for educational trends without actually doing much. As well as becoming more of a commodity in the private sector or used to chase funding by 'non-profit' organisations who suspiciously run on very business-based models. The latter is an extremely problematic and common situation within the Balkan nations. The fact that adult education is so widely advertised as a market product actually hides extremely well the fact that as an instrument in real social change, it is disappearing from view.

The is an unchallenged belief within modern society that Adult education should solve the consequences of big problems. Very little policy is focused on dealing with the causes of such problems. Education is promoted around reskilling for employment rather than understanding the causes of financial crises or other factors that will impact said adult's future such as migration or climate change.

The main opportunity that adult educators have is that adult education can be used as a

dramatically powerful tool to go deeper into the causes of the situations adults in modern society have to learn to deal with. It can be used to tear down the traditional barriers between economics, ethics, social welfare, and the environment to develop a vision of the intersectionality of modern life and the challenges it poses. As such, adult education does not have to be simply learning something to continue to exist, but an agent for social transformation. The hardest challenge for the everyday adult educator is how to implement it in such a way.

The mission of the International Council on Adult Education (ICAE) 'is to promote learning and education for adults and young people in pursuit of social justice within the framework of human right in all its dimensions, to secure the healthy, sustainable and democratic development of individuals, communities, and societies.' (ICAE, 2019). With such an opportunity promoted, the challenge is in the implementation.
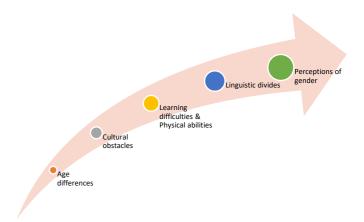
II. *Challenges and Opportunities in the Delivery*

As for the everyday activity of an adult educator, there are many different factors to address. Previously it was looked at in the meta-level of what level long learning (which adult education is part of) should be. However, the challenges and opportunities which arise within the everyday delivery are also extremely varied and interesting, especially in the modern world.

Firstly, one should look at the variety of setting in which adult education takes place, these include:

These are just a few of a large consortium of areas in which adult education takes place and justifiably come with their own selection of challenges and opportunities.

There is a huge selection of obstacles or differences to overcome amongst students as an adult educator and these can include:

Of course, there are many others and even these can be divided into many different areas, but this selection provides a clear indication in the obstacles and adult educator regularly has to tackle.

Gini Beqiri (2018) correctly states that 'When teaching adults, it's important to consider characteristics that affect their learning, especially how previous experiences influence their thinking. At the same time, you must consider how age impacts their cognitive ability which may assist or hinder learning'. It can be considered somewhat of a generalisation, but it is widely known and considered that Adult learns are far less flexible in their approach to learning. This is due to the fact that they have been shaped by their life experiences. The level of such flexibility is also very dependent on things like culture, linguistic ability, and cognitive capability. However, this also presents a great opportunity for reflective learning on change and the importance of change in their lives as well as for their benefit. Using such emotions to develop a celebration of change can create a stronger feeling of achievement and journey, leading to a high quality of experience in education.

The element of personal responsibility is a lot stronger within the adult community, that's not to say it should not be promoted amongst young people, but adults are more independent by nature. Thus, the opportunity for self-directed education arises as it is preferential for adults and in this manner, they can take responsibility for their own achievements and failures. Self-directed learning involves challenging adults on their learning, reflection, a balanced level of support and options for choice.

It is key to remember that adults will be more outcome-focused than young people and this important when delivering non-formal education amongst adults. The key is developing a high-quality process for which the adults always have a goal in mind. Adults also have a vast library of relatable material to hand with provides a huge opportunity to connect what you are teaching, not only to real-life but to their own unique experiences. Norma and Schmidt (1992) created a three-step procedure to explain how the connections made between new and old information can lead to learning and improved memory retention:

1. **Elaboration** - we find the links between new information and previous knowledge.
2. **Refinement** - we go through the information to retain the things that we understand and which we think are important.
3. **Restructuring** - new schemata (knowledge maps which help us interpret information in our environment) are formed which subsequently allow us to learn.

Its key to remember that adults usually work better with a facilitator rather than a lecturer unless they are from academia, an overly formal setting can be somewhat intimidating and in general, the average 'Joe Bloggs' is more comfortable in a relaxed and supportive environment. This can also help to avoid and cultural misinterpretations, break down linguistic divides and create space for supporting those with learning difficulties. A unique opportunity that arises within adult education is in some of the situations the people within the 'classroom' and arranged. Therefore, depending on the subject, similar-minded adults can be grouped together creating an effective and interactive peer learning network.

When helping adults learn it is important to consider and a number of key points; one of which is the importance of feedback. Feedback is not only encouragement but a pathway to improvement, which is why the adult is there. This, in turn, leads us to another key point; motivation. The fact is that the majority of adults are voluntarily engaged in education and something has motivated them to be there. The key to maintaining this motivation is keeping the perfect balance between challenge and achievement during the adults' educational journey. After all its was Carl Rodgers (1969) who stated, 'education becomes integrated and its outcomes are deeper when the learners are involved with their whole self: feelings, intuition, and cognition'. This is done, not only through the educational content but through and understanding of the adult's personal commitments. In the real world, adults have

commitments, multiple commitments, from children to employment to elderly dependents, they have a huge variety of other things in their lives. A good adult educator needs to know about such commitments and deliver educational content that is accommodating to such needs. Adults also have specific expectations; they have engaged in the process to achieve something and if they feel they are not achieving that expectation they become likely to disengage. Adult educators must be aware of these specific expectations and ensure that the education content and objectives are clear from the start.

In terms of determining the types of education required and needed in the modern era we need to look into several areas; consultation with adults, needs of the labour market, present welfare of the general public, the needs of day to day life and the current state of the environment (climate change). From these, a large array of educational areas can be determined, developed and provided. One, in particular, appears regularly and with increasing consistency; digital literacy and digital skills. The National Learning and Work Institute (England and Wales) (2019) claims that 'Approximately 12.6 million adults in the UK lack digital skills which are essential for full participation in 21st-century society: for work, for life, and for learning'. They furthermore state that 'approximately 90% of all jobs will require basic ICT skills, yet an estimated 80% of people with low levels of education lack these skills and are more likely to be socially disadvantaged, suffer from isolation, have lower incomes and have children who underachieve at school' (Learning & Work Institute, 2019). This statement can be related to across Europe and solidifies the claim that digital literacy and digital skills are not only a requirement of societal participation but an essential part of it.

Adult educators are not immune to this issue. Adult educators face the everyday challenge of keeping up with technical developments and how to utilise them in the day to day professional lives. Somewhat of a catch-22 as the ever-developing digital world offers adult educators and ability to access more students than ever as well as create innovative and interactive educational context yet provides the challenge of keeping up with to ability to do so. The fact remains that 'current education systems are failing to prepare people with the skills they need to thrive in the digital economy, as advances in technology put 10m low skill jobs at risk of redundancy in the next 20 years (Learning & Work Institute, 2019). This statement applies to adult educators as well, online and digital education is an already massive industry and ever-growing. iTutor group, an English teaching company that teaches both adults and children online have 31'000 online teachers alone and is considered one of the smaller companies. Companies that leave far more of the control into the adult educators' hands like Preply have popped up and are here to stay. To embrace and use these opportunities one has to be digitally literate to a high level and the same applies to utilising the same skills at a community level of adult education.

In conclusion, for adult education to truly flourish as well as keep to its original concept within the lifelong learning platform for professional, personal and social development within the adult community to facilitate real social transformation. Such adult educators need to utilise the tools and skills on a digital level that the private companies flourishing already have and 'provide space for the expression of the learners' emotions, as well as for the development of intersubjective processes of mutual respect, care and recognition' (Learning & Work Institute, 2019). What is required now is a clear method to turn the adult educators' everyday challenge into an everyday opportunity.

III.   *Digital Skills 4 All*

The Digital skills 4 All project provides guidance and training for adult educators across Europe on how to use ICT tools and digital methods to better deliver basic skills within adult education. This has been done through an integrative approach in collecting, sharing and disseminating innovative and inclusive teaching and learning practices using ICT tools and digital methods.

As stated earlier digital tools provide both a challenge and an opportunity in everyday life for adult educators with different challenges and opportunities arising depending on the subject at hand. When using digital tools in adult education there are two factors to keep in mind; the needs of the educator and the needs of the participants. To do this the project partners conducted two surveys to map and identify such needs.

The surveys were conducted as follows:

1.Aim of the surveys: To understand the needs of adult educators while using digital tools in the teaching process. To understand the needs of adult learners while using digital tools in the learning process.
2.Target group: two surveys were conducted – one for adult educators, teachers, trainers or volunteers working with low skilled adult learners, and the other survey for the low skilled adult learners.

Specific objectives:

- understand the knowledge of adult educators and learners of their basic digital skills.

- identify if our target group knows how to use basic digital tools, basic security, and safety measures online, what knowledge is missing and what would help to gain and develop it.

The results of the survey is used for the elaboration and development of the e-learning courses of the project.

In total, 589 questionnaires (312 adult educators and 277 adult learners) were completed in Estonia, Bulgaria, Italy, and Portugal from 12/11/2018 to 26/01/2019, which provided the main source of data for this report.

The number of fulfilled questionnaires by the target group shows significant credibility and validity to the sample and therefore to the conclusions that can be drawn from it.

The survey was carried out anonymously and respondents were not asked to provide their names or any identifying details.

IV.   The needs of Adult Educators

The survey for adult educators suggests that the vast majority of adult educators (62.7%) consider the digital skills necessary for their work. A further 17.4% of respondents stated that a lack of digital skills would sometimes be a problem. With this information to hand it is quite obvious that for the everyday adult educator in Europe

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digital skills are almost essential. Now, this does not mean that all adult educators have high-quality digital skills and there are many obstacles to adult educators when it comes to using digital tools in their work.

One of the most common challenges for adult educators seems to be finding information on how to use and implement the tools in the education process. This brings the main issue is not access to digital tools, but a lack of education and training on how to use them. This is a reiteration that one challenge within the world of adult educators is the institutional outlook of policymakers that digital tools will resolve all their educational difficulties without looking into the needs on how to use such tools as well as train educators in using them. Following this, there was a wide expression from many adult educators that explaining the importance of digital tools to students was one of their largest challenges. There may be a number of reasons for this including the age of the students, a lengthy period of time between educational experiences or even simply just a mutual lack of understanding of the tools at hand. What is clear is that if the majority of adult educators do not have adequate training in digital tools and cannot clearing differentiate their importance to the students then not only is the opportunity of the digital tools lost, but the challenge of education in a modern age increases.

In recent times there have been many scandals about the use of private information online and as the digital world becomes more integrated within our daily lives; understanding our 'digital footprint' is more important than ever. However, from the survey, it is quite clear that such important information might need to be reinstated into the mindset of adult educators with almost 50% of them claiming they 'understand what happens with information online, but they don't think about that much'. It is reassuring to see that only about one-eighth of

the adult educators 'who responded don't understand what happens with information online' with the rest sating they are careful with their information. However, this still shows a significant challenge for the world of online education (a significant portion of digital tools are online) if the educators are not thinking about where their information is going.

The surveys showed that the majority of adult educators are able to display basic digital skills and use digital tools such as searching for information, saving documentation and generally assess whether a resource is reliable. The latter being extremely important in the era of 'fake news' and 'alternative facts'. However, this is followed by both a reassuring and a worrying fact on the adult educator's knowledge of plagiarism. Reassuring as the majority knows what plagiarism is and how to reference but worrying because almost 50% do not always do it. This begs the question what is the main challenge facing quality referencing?

As seen before a major challenge for adult educators seems to be finding out how to use online tools. This is confirmed by the fact that just under 50% of respondents (adult educators) claim to be unable to attach items to an email and a similar number of people claim to be unable to start digital tools for alternatives forms of communication such as (video calls, video conferences, audio conferences, etc.). However, it is quite clear that the majority of adult educators are able to interact with the technologies through the use of a wide range of digital devices and applications suggesting the opportunity for digital tool provision is there. It would seem that it is more a question on how adult educators can improve their skills in the field, to which the viewpoint is somewhat varied. The two top methods believe by adult educators to help them improve are learning by doing followed by E-learning courses. Both of these are provenly effective methods, but they are also

hard to monitor on a quality level. As always, the challenge is not just the provision of such solutions, but the quality of that provision.

What is quite clear from the survey results is that the majority of adult educators can access and use basic digital tools and posses similar digital skills which provides an opportunity to engage in unique ways with their students not seen in the past. The challenge, however, lies in the method of improving such skills to a more advanced level. A significant number to the majority of the adult educators who completed the survey cannot edit media or develop their own interactive tools. Thus, depriving them of a fantastic opportunity to create high-quality interactive sessions beyond the formal norm of the past.

This challenge is supported by the results of the adult learner's survey where an overwhelming 91% of respondents stated that they use digital skills in their educational process, following this a significant number of them use such skills every week. The vast majority of adult learners believe that technologically innovative teaching can improve attention, motivation and student learning. The keys words in this are 'technology innovative'. The survey results show that the majority of adult learners have the same level of digital skills in digital tools as adult educators which poses the challenge of providing technologically innovative activities. It is clear that digital tools provide adult educators with a unique opportunity not seen before, but it also comes with the challenge of developing the required skills for adult educators to be technologically innovative in their practice. This must also be done in a way that keeps the adult learners' attention, motivation, serves their needs and commitments as well as being interactive and emotionally stimulating.

Digital Skills 4 All has attempted to be a building block in the steps to tackling this challenge by providing free access to high-quality education in the use of digital skills for adult educators.

To do this the E-Learning platform was developed to provide education on these four modules:

This provides help and support to turn what is an everyday challenge for adult educators into an everyday opportunity.

program/tool and project it on the wide screen to visualize the learning

CHAPTER 3: Training recourses and methods

1. DIGITAL CAFÉ

Group size & Time	Objectives	Materials
16-30 people 90 minutes	To raise awareness of digital education and encourage digital literacy	Flipcharts, papers and markers according to the number of participants, cards with facts

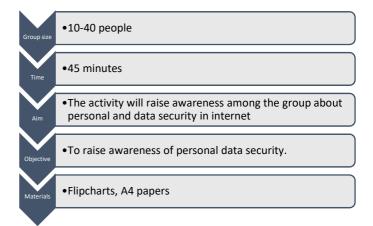| Overview |
|---|
| The main aim of the activity is to introduce the group to the world of digital education and technologies. Trough interactive conversations participants can learn about various topics such as concrete digital tools. The level of complexity is medium. |
| **Preparation** |
| Set the room into few corners with table and coaches/chairs. Each table will have a different digital tools as topics, depending on what you want to present to the group/for example Prezi, kahoot, PowerPoint/. The big groups is divided into smaller teams/4-6 people max/. Each group will move from table to table at certain time. On the tables there will be special cards with facts about the program/how it works, what is used for, etc/. As a team the participants will have to discuss which ones are true without being allowed to use internet at this point. The facilitator will give sig each 8-10minutes for the groups to move to the next digital corner/table/. At the last round each group will have 20minutes to discuss more deeply the concrete tool, choose again the right cards, but also have the possibility to use laptop to check about the program and try to work on it. Afterwards every group will have to present to the other what they have learnt about the program. |
| **Tips for facilitators** |
| After each presentation of a digital tool from the groups add what is needed and open discussion with a debriefing. While debriefing open the |

2. ONLINE ME

Group size	• 10-40 people
Time	• 45 minutes
Aim	• The activity will raise awareness among the group about personal and data security in internet
Objective	• To raise awareness of personal data security.
Materials	• Flipcharts, A4 papers

Overall
The main aim of the activity is to raise awareness among he group about importance keeping safe online data, about internet security, creating passwords, etc. Before activity you need to prepare the room, separating it In 2 corners –YES/NO.
Step by Step
Start the activity, asking about few common questions: what is digital/online security; do people feel safe online about their data; do they know how to protect their data online. Afterwards put the whole group in the middle of the room. Explain them they will hear statements and they will have to position themselves according to what they do/what they know and go to either the YES or NO corner. Tips for facilitators
This activity is better to be done after you have certain knowledge about the group experience which would help you to create the questions thus the activity and learning outcome to be higher.
Debriefing questions
1. Do I use same password for most of my accounts /email, social media, bank, etc/ 2. Do I use my personal name in my password? 3. Do I use my birthdate in my passwords? 4. Do I change my passwords regularly? 5. Do you use you phone number as in some of your passwords?

6. Do you use your pets name as answer to your security question?

After each question when every participant position oneself, ask someone from both groups why they stay there; how it is important/relevant for security. After you read all the questions invite people to sit in circle and start debriefing.

Tips for facilitators

Create a safe environment and encourage participants to share their personal experience and learn from each other without pointing out if they are wrong.

Questions for debriefing

1. What is for your internet security?
2. How important is online security?
3. Did you have case where your data was in danger online?
4. Did your accounts/information online have been stolen/hacked How and why?
5. How to create strong password?
6. Is it important to change our passwords regularly?
7.What is strong/weak password

3. IdentyON-L

Group size and Time	Objective	Materials
6-30 people (even number) 45-60 minutes	To raise awareness about our own identity online, cyber security and encourage internet literacy	Internet Access, mobile/laptop papers and markers according to the number of participants

Overview
The main aim of the activity Is to encourage participants to learn about their own presence and identity online, how much information actually can be found about them, to learn some digital search tools, to discuss cyber security and online identity.

Preparation
It is of upmost importance to make sure all participants agree to share their personal data/full name, date of birth/email. It is recommended to sign privacy declarations. Moreover, create a safe environment and do not use this activity at first days-let participants get to know each other before/it is better to be used once the team is created and bonded/.

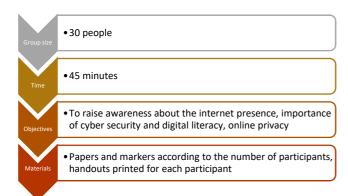| Step by step |
|---|
| Divide participants into couples that do not know each other. Instruct them only to share their full names, date of birth and email. Then give 30minutes to complete search for each other. Everyone should find as much information as possible, use various search tools, also try to get in the other person emails, FB, other social networks if available. After 30 minutes couples meet and present results to each other and in front of whole groups to check what is true and what is false, how much info has been gathered, did they find their passwords, photos, other information, etc. |

Tips for facilitators/Debriefing
1.How do you feel after the activity 2.How was it-easy or difficult 3.What tools for search did you use 4.How much information did you manage to find 5.How do we secure our accounts online 6. What should we share online and what should not. Why? 7. Could you get information about real person`s personality from what we find online-is online and offline identity the same?

4. DigiME

Group size	• 30 people
Time	• 45 minutes
Objectives	• To raise awareness about the internet presence, importance of cyber security and digital literacy, online privacy
Materials	• Papers and markers according to the number of participants, handouts printed for each participant

Overview

The main aim of the activity is to introduce participants to the digital world, online identity, personal data security online, cyber security and treats; to consider different relationships online; to find their personal benchmark for online sharing; to raise awareness on privacy online.

Preparation

Please print a copy of the diagram for each participant Start the activity with the participants in circle. Ask them how they feel in the group. Start with the following questions to get into the topic:

1. Do you share everything about yourself with your best friend?
2. Do you share your passwords online with your best friend/family?
3. Do you wear same clothes at home /public and the beach?
4. Are all your social networks having public posts?
5. Do you write your phone number on your face?

Explain them that we are all around information and we decide to each extent to share and with who. Even though there are some obvious things for stuff we do offline, in online environment we are not always so precautious and we need to take care of online safety and cyber data security.

Then pass each participants a copy of the diagram/handouts attached/ Give them individual time, around 15 minutes to complete the task. Once everyone is ready make them in pairs to discuss their individual diagrams. Give them another 20intes outside of the room to work and then bring them back in a plenary discussion.

Debriefing questions

1. Were you surprised of some facts about your personal data and behaviors online?
2. Did you find differences in diagrams with the other people?
3. Is there information that is not supposed to be shared publicly online? Why?
4. Has anyone else shared information online about you that you were not aware/agree? How did you react? How can you protect yourself from that?
5. Why is important to have online privacy?
6. Are we allowed to share information online about other people?

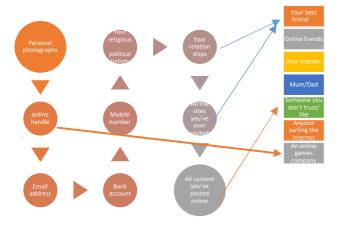**HANDOUT**

WILL YOU TELL

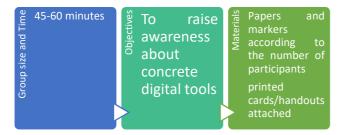Connect each textbox in the circle to the textboxes on the right side, using arrows.

5. DigiTalk

Group size and Time	Objectives	Materials
45-60 minutes	To raise awareness about concrete digital tools	Papers and markers according to the number of participants printed cards/handouts attached

Overview
The method provides easy to understand approach to digital tools and education. Using non formal education approach, the tool will enable learners to get introduced to some digital tools. Moreover it encourages understanding of digitalization and provides delivery of basic ICT skills to adult learners in an effective way and easy approach

Preparation
Print the DigiTalk Cards according to the number of the teams you have. You can modify the questions on the cards, depending on the learning outcomes you expect; you can adapt the questions also to different tools to change to another topic related by changing the question but using the same approach and methodology.
Start with participants being relaxed. Then follow by quick experience check so you can amend the groups accordingly to the experience/mix the learners so they can also learn from each other/ You can do that by having imaginary 3 corners of the room with the following answers that participants will have to position themselves

according to their experience. This is specifically helpful if you have a mixed group of learners with different backgrounds and levels of understanding and experience This way you will be able to mix people with different experience and include peer to peer education.

Corner 1-copletely aware
Corner 2-not aware at all
Corner 3-somehow aware

In addition to that
The questions related to the concrete tools, such as:
 I know how to schedule meetings online;
I am aware how to edit video content;
 I am aware how to edit videos;
I am aware how to edit photos;
I am aware how to manage project online and keep deadlines
I am aware how to schedule online lessons
I am aware of tools to deliver e-learning content online
I am aware how to create a blog
I am aware how to create a website

Once you have explored the experience of the group you can mix them accordingly into groups of 3or 4 participants. Each team receives the copy of the handouts for DigiTalk. IN this particular example participants will explore the digital tool Trello-the method encourages discussions, sharing of knowledge among members and includes research on the characteristics of the concrete tool. After they discover it they present it to the other groups.

Hand out
Cards for the game DigiTalk below

Implementation
Give them 45minutes to complete the task. Monitor the process and give 15 min extra if need Once in the groups and getting the cards they pull them one by one, in specific order, starting from the first one/more general/. Once they work and Talk on all DigiTalk cards, they need to present it in plenary to the other groups.

HAND OUT CARDS for DiGi TALK

How can I keep in contact remotely with a team of people for delivering a task?

Do you know any effective ways to keep deadlines among teams?

How can you keep track on progress of tasks for each member of the team?

How can you dedicate tasks effectively among team members when you are remote?

Are you aware of any digital tools to facilitate communication among team members?

What is Trello?

How can Trello be useful for team management?

What are the main characteristics of Trello?

How easy is to use Trello?

How effective is Trello?

DIGITAL SKILLS 4 ALL

What are main functions of Trello?

CHAPTER 4: Best practices in European level and recommendations

The digital age is expanding in all areas of our lives and not just those who work in IT will have to be attentive to the digital transformation, said Mariya Gabriel, European Commissioner for Economic and digital society (January 2018). Although we live in an increasingly online world, a significant part of the population remains digitally excluded. A recent report, "The Digital Skills Gap in Europe", published by the European Commission, revealed that 44% of Europeans aged between 16 and 74 years do not have basic digital skills, and almost half of European adults does not possess basic digital skills, to date. The adults without basic digital skills are less likely to manage their finances, access government services and cheaper products and are more likely to suffer isolation, have lower incomes, be deprived of the right to vote and have children who do not attend school. In addition, the EU is estimated that 90% of all jobs in the future work will take at least basic digital skills, which means that Europe could be faced with a gap of digital skills among European adults. It is therefore more important than ever those adult educators develop their digital and pedagogical skills. At the same time, it is widely recognized that educators and trainers for adult, face many challenges as they address situations of increasingly complex and diversified learning and meet the proficiency requirements in a working environment constantly changing with the evolution of new technologies. Therefore, it is urgent to provide adult educators / trainers a comprehensive professional development program to improve and enhance their digital skills. With this in mind, the "Digital skills 4 All" project provides guidance and training in Europe on how to use ICT tools and digital methods to provide better basic skills to adults too.

E-skills are a broad range of technological skills to help you locate, evaluate, use, share and create content using information technology and the Internet. They can range from basic skills such as the use of the computer to the most specific and evolved as creating code or the development of software systems for artificial intelligence. E-skills should be available to everyone and should cover all, should only be of interest to some people there would not digital development we are all waiting. Of course, as always, there are countries that are already well advanced and the countries that are more backward. Some have already started a policy that leads to the digital development for all, others are gearing up now with the strategies, other countries still have no strategy.

The European countries have adopted different approaches to support the acquisition of digital skills. Depending on the country and of digital skills, national strategies may focus on a single skill or of two or more skills in the digital environment. In official documents for science and technology, the issues related to the decrease in the number of graduates in these areas appear to be the driving force of European countries. The most common educational goals in the documents relating to the digital skills strategies are to improve the integration of ICT in teaching and learning, giving students / workers the necessary digital skills.

Reaction of the countries to the digital change

National strategies can focus on one or more digital skills. Poland has introduced a national strategy which includes objectives for all digital skills. Spain, Lithuania and Austria are countries with strategies that include actions to promote all or most of the digital skills. In Poland, the Strategy for the development of education provided for the change the curriculum to give greater attention to the development of digital skills to contribute to the employment prospects of future graduates. The

result is that the new core curriculum includes a new approach and is organized around digital skills, communication, critical thinking etc.

In Estonia, they have implemented digital skills in their curriculum, teacher training and in every other aspect. It is due to the Lifelong Learning Strategy 2020 that it is expected to improve the digital competence of the entire population through education and trainings. For example free basic digital skills trainings for elderly people.

How digital skills should be promoted?

Support the development of digital skills is a complex process. It involves the introduction or adaptation of policies to improve the quality of education and to ensure that learning and teaching continue to reflect the needs of people and society. The process takes place at different levels and involves a series of different organs. In many countries, an important element is the introduction of a strategic and coherent approach to improving knowledge, attitudes and skills of the students / workers in the form of National Strategy, action plan or a similar policy. If such an approach is not a precondition for reform, its adoption may still indicate the educational community that a particular problem is considered a priority by the government.

National strategies to promote digital skills

The European countries have adopted different approaches to support the acquisition of digital skills. Depending on the country and e-skills in question, national strategies may focus on a single skill or of two or more digital skills.

The most common objectives mentioned in these strategies are: to promote a positive image of technology, improve the knowledge of technologies in general, improve the teaching and study of technologies in schools, increase the interest of

students / workers for technology and consequently increase the number of those who choose scientific studies at upper secondary and tertiary level, try to get a gender balance in studies and professions related field of technology (MST), and provide employers the skills they need, even helping to maintain competitiveness.

Examples of national strategies and best practices

National strategies can focus on one or more digital skills. For example in Poland, the strategy for the development of education involves changing the curriculum to give greater attention to the development of digital skills to contribute to the employment prospects of future graduates. The result is that the new core curriculum includes a new approach and is organized around digital skills like learning to learn, communication, mathematical thinking, etc.

In Ireland, according to the guidelines on support to learning (Learning Support Guidelines) issued by the ministry of education, detection and early intervention, as well as differentiated teaching, it is the main approaches in the classroom. The use of these strategies is added to the support (for example, additional courses) guaranteed by the auxiliary teaching coming out of the normal routine of classes, although the support of individual students in the classroom is increasingly popular. The cooperative support in the classroom, individual support and group tuition covered by the various approaches used.

In Portugal, under the Mais Sucesso Escolar program, the Ministry of Education and Science helps schools to develop projects to improve the results, with contracts lasting four years, providing different organizational models in the classroom and in the management of curriculum, primarily in the field of digital skills.

In Sweden and Norway, schools provide all the tools and support mechanisms necessary to achieve the performance targets established for each educational level. This was at the base for technological development of the country.

Example Estonia

The most amazing example is Estonia. The Baltic state has adopted a digitization policy of the country which has produced many fruits today. Not surprisingly wired appointed Estonia "the most advanced digital company in the world "defining the Estonians and ingenious pioneers, because they built an efficient ecosystem, secure and transparent that saves time and money.

For example in Estonia it is in force on the online voting, in fact, in 2019 46.7% used the Internet how to cast their vote, against a percentage of all European citizens less than 3%. For this date, Estonia can boast 62,000 electronic residents.

But what of the online voting is not the only service that the country provides its citizens, in fact, today there are as many 2773 services available digitally, which coincide to 99% of online government services. For example, 99% of Estonians have an identity card and the total of residents who use an online ID is almost 464000.

Estonia has invested everything on technological development, just following what are the guidelines of the European strategy, focusing a lot on the technological development of the business and industrial point of view. The 5.9% of the employees work in the ITC sector, and today there are almost a thousand startups. Furthermore, there was a nationwide project in 2018, where over 180 schools got new network connections – around 500 km of network cable was installed or renewed.

Today the project e-Estonia led to the creation of a companies with greater transparency, confidence and efficiency. It is understood that the development of electronic solutions not be merely adding something (a digital level) but change everything. As it in Estonia you can start your own company, NGO etc under 5 minutes online. And it is common to sign contracts and more with e-signatures.

Furthermore, Estonia launched the first e-banking service, which was developed by private banks. The development of high quality e-banking services has encouraged people to go online, to embrace electronic government solutions and later use the mobil - ID.

Moreover, The M-Parking is a system that allows drivers to pay for parking in the city via cell phone. The goal is to manage the growing traffic in densely populated urban areas, creating an infrastructure of modern, low-cost parking. In fact, to date, 90% of parking fees is paid via mobile phones, the Estonian m-parking solution has been adopted in countries around the world.

Another innovation is the X-road, become the backbone of e-Estonia, enabling the public sector and private information systems in the nation to connect and work in harmony. 99% of public services are available online 24/7.

Estonia has an e-health system, which integrates the data of the Estonian health care providers; the challenge is to improve the quality and efficiency of health care provided in the framework of public health insurance. For example, the EHR has created a comprehensive program for each patient, reducing bureaucracy and giving access to time information in emergency situations. 99% of prescriptions are managed online; routine refills can be issued without appointments, people have access to their own medical history online among other examples.

Finally, artificial intelligence launched a governmental strategy, especially to outline current and future use of AI in the public and private services. This is to create the legal and policy framework to accelerate the development of AI and make Estonia a pioneer in the field, through a detailed strategic plan to promote the implementation of AI solutions in the public and private sector.

Recommendations: What are the areas of intervention for the development of digital skills?

A national plan of digital skills should include air specific intervention:

- **Basic digital literacy skills - Empowering individuals:** basic skills in digital literacy and computer security, the skills needed to carry out basic functions, such as the use of tools to communicate and carry out research on the Internet. Unfortunately, to date most countries have a very low percentage of digital literacy, so adult learners have to focus on this.

- **Digital skills for the general workforce (upskilling for the Digital Economy):** digital skills to redevelop the digital economy, improving the level of the existing workforce, by increasing the necessary capacity in a work environment characterized by the development of digital technologies. Of course, this applies primarily to those countries from the technological point of view are less developed and are introducing slowly the technology in the economic sector.
- **Digital skills for ICT professions (Digitally innovative and creative individuals, organizations and businesses):** digital skills for ICT professionals needed to work in all ICT sectors. They include digital skills related to the development of new digital technologies and new products and services.

Based on the classification of digital skills in these three areas we will have to develop more and more advanced solutions to improve the quantity and quality of supply of e-skills for the economy of a country. To support the development of digital skills, such as goal by 2020 are needed more education initiatives, to allow anyone to get an innovative training, characterized by the study of digital and computer science, as part of a process that foresees an active involvement of employers, whose contribution is considered necessary to create digital skills required by the market. For example in Italy this still does not happen for everyone, not all focus on the development of digital skills within a company.

In Italy, since it is a bit 'more behind other countries, it needs a running start and an adjustment of skills: to date, unfortunately, this aspect has been underestimated to such an extent that only 30% of adults have received training over the past 12 months, compared to an OECD average of 42%. The situation gets worse when you consider that in Italy only 21% of individuals between the ages of 16 and 65 have a good level of literacy and numeracy, "literacy and numeracy skills". And while in many cases teachers use the technologies with the same intensity as other workers with tertiary education, the Italians left behind: 3 out of 4 reported that they

needed additional training ICT to carry out their profession.

Adults will need to improve their skills throughout the course of their career to keep up with changes in the labor market. This means investing in training and skills of the population.

The future

In the near future 9 of 10 jobs will require digital skills, says an EU study. But what exactly are the digital skills? Almost half of the work being done in the world within a few years will be executed in whole or in part by machines. Millions of places will be lost, millions more it will create, but it is very likely that the new ones will be more skilled, while those lost will be mostly low-skill jobs. Not only will exist professions who still do not know well or that we are not even able to conceive. To this it will be increasingly important to work to form, cultivate and constantly update digital skills. Knowing how to use with confidence and critical technologies of the information society, but with the growing success of digital transformation. Being the world of constantly changing technology, including digital skills are constantly changing and are designed to mutate rapidly over the years.

Adult educators must therefore focus on different activities, such as:

- **Joining forces with regard to artificial intelligence (AI)**. Artificial intelligence can bring major benefits to our society and economy, such as better health care, safer transport and a more competitive industry. To benefit fully from the opportunities offered by AI, it is necessary that European countries work together, even for the use of the highest standards for data protection.

- **Setting up a European Partnership for blockchain technologies.** The European Commission will invest some € 300 million in projects to support the use of blockchain technologies. At the same time Member States have been very active in supporting blockchain ecosystems, initiating

experiments and announcing actions at government level. Maybe even the example of the development of blockchain system in Estonia, being already at an advanced level, it could adapt it to all countries.

- **Encourage innovation with new online tools help.** It can encourage cooperation in support of the most revolutionary innovations in Europe. The aim is to further develop online tools and enrich them with the most important national innovation projects.

The digitization of the sectors of industry and services, a result of the development of digital skills

In the context described above, the European digital revolution also concerns the sectors of industry and services. According to recent studies, the pace of technological change is the facts that companies that fail to make the transition are inexorably destined to remain behind. The promotion of digital skills must go hand in hand with the adoption of digital technologies by companies of all sizes and from all sectors.

This may be an opportunity, especially for so-called business start-ups and small and medium businesses, to create new products and services and better at a lower cost and consuming fewer resources: the European Union's policies should be shaped to help enterprises to exploit this opportunity to the maximum degree.

To help European businesses to fully reap the benefits of digital technology, the Commission adopted a comprehensive strategy on digitization of European industry, which includes measures to stimulate institutions that promote national initiatives for the digitization to cooperate and to exchange information and best practices.

Surely one of the crucial factors for the success of EU industry digitization will consist in mobilizing a critical mass of investment, with further private and national public investment that will apply a multiplier effect to the total European investment in research and innovation, especially through public-private partnerships can strengthen the impact of EU funds in all economic sectors.

The new approaches mentioned above also concern the financial sector and are made possible by digital technologies that can improve access to finance for businesses, strengthening competitiveness, generate benefits to consumers and stimulate the growth of start-ups.

It is evident that, in the industrial and service sectors, including financial services, open standards play an important role in digitization, ensuring interoperability, reducing trade barriers and promoting innovation. Promoting the adoption of those standards throughout the world helps ensure the influence in the globalized economy of the single market there.

It is evident that making the digital single market would allow citizens and European companies to develop their social potential barrier, cultural, political and economic, is fully implemented, at least in the Italian level, with their constitutional requirements.

Europe's strategy for an increasingly technological future

In the new strategy of continuous technological development of Europe refers in the Horizon 2020 program, which plays a central role in implementing a smart, sustainable and inclusive growth. This by providing a common strategic framework for research and innovation funding for Union excellence, to serve as a means to stimulate private and public investment, creating new job opportunities and ensuring the sustainability, growth, economic development, social inclusion and long-term industrial competitiveness for Europe, as well as to address the societal challenges across the Union.

The program aims to cover the whole range of research, from the border, technological development, and demonstration and up to closer to the market innovation.

The program is intended to support the European Union in global challenges by providing the tools you need:

i. To achieve the Europe 2020 goals favoring the Digital Agenda, inclusiveness, energy, efficiency in terms of resources, industrial

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ii. To generate an immediate impact on growth and jobs through major investments in SMEs with venture capital, through pilot and demonstration projects on a large scale to essential technologies;

iii. To invest in the future by giving strong support to the European Research Council, strengthening research on future and emerging technologies, increasing the possibilities for training, mobility and career development for young talents and giving an important role for the European Institute 'innovation and technology (EIT);

iv. A to leverage other public and private sources of funding to maximize its effect.

The structure of the new European strategy consists of three pillars:

a) Scientific excellence;

b) Industrial leadership;

c) Societal challenges

Of course, Europe's objective is to consolidate the most technologically advanced continent position, not only with the aim to get better and better in terms of technology and automation, from all points of view.

Scientific excellence

The first pillar aims to increase the quality of Europe's science base and supporting best ideas, develop talent in Europe, providing researchers with access to the best research infrastructures, and making Europe an attractive place for the best researchers of the world.

This part focuses on future and emerging technologies. Being at the forefront in new technologies, through a dynamic and multidisciplinary cooperation and make Europe competitive and encourage the creation of new highly qualified jobs. The specific objective is to foster radically new technologies by exploring high-risk ideas on scientific foundations. In addition to investing on Research Infrastructures. Europe gives European researchers access to the most innovative structures, making it possible to frontier research. By definition are considered Infrastructure Research resources and services used by researchers or companies for research and innovation activities and include:

- Large scientific equipment;

- archives;

- Database as well as information and communication technologies

Industrial leadership

The Industrial Leadership pillar aims to bring major investment in key industrial technologies, fostering the growth potential of European companies by providing adequate levels of finance and help innovative SMEs to become the world's leading companies. The second pillar aims to make Europe a more attractive place to invest in research and innovation, promoting structured activities in companies.

This second component consists mainly of a "Leadership in enabling and industrial technologies", where a major component are the key enabling technologies (Kets - Key Enabling Technologies) needed to stimulate innovation in all sectors setting itself to bring large investments in technologies essential industrial. Innovation activities will include the integration of individual technologies, demonstrations of the ability to manufacture and deliver products, systems, processes and services;

user / customer pilot projects to demonstrate the feasibility and added value, and demonstration projects on a large scale to facilitate the adoption by the market of research results. The countries need to know how to make optimal use of public procurement of innovative products, to develop appropriate techniques and technical standards activities in support of standardization and regulation. The activities supported under this specific objective will complement support for research and innovation in enabling technologies sector.

The second pillar provides dedicated support for research, development and demonstration of Information and Communication Technologies (ICT), Nanotechnology, Advanced Materials, Biotechnology and advanced manufacturing and processing.

Societal Challenges

The third pillar directly addresses the political priorities and challenges for the company which are identified in the Europe 2020 strategy and aiming to stimulate the critical mass of research and innovation efforts needed to achieve the Union's policy objectives.

All the activities shall take a challenge-based approach, which can include basic research, applied research, knowledge transfer and innovation, and focusing on policy priorities without predetermining the precise choice of technologies or solutions previously developed by .

Then European countries will have to follow these guidelines, just to adapt to each other the right policy and status. The aim is precisely to create a single EU system from the technological point of view, and scan

all systems and services, just as we did with the European single market. That's why all countries need to adapt as soon as possible to the strategy described.

CONCLUSIONS

The presented digital guide provides guidance and training for adult educators across Europe on how to use ICT tools and digital methods to better deliver basic skills in adult education. It reflects the concept of digitalization, the importance of digital skills, the overview of relation between ICT and digitalization to the modern labor market, European strategies for encouraging digitalization, guidance how to deliver basic ICT: to low skilled adult learner in a more effective way. Moreover, the guide also provided adult educators with ready to use tools and methods, integrating non formal education approach in delivering basic ICT knowledge and competences. The guide also provided guidance on how to integrate non formal education as adult educator to reach more efficiently low skilled adult learners. One of the chapters provided adult educators with step by step tips and trick to be able to work with adult learners specifically when applying digital education. Number key points are underlined such as feedback, facilitation, elaboration, personal responsibility, differences between adult and youth education approach, etc. From the other hand the guide also provided adult educators with specific data, good practices and examples, strategies on European level about digitalization to be able to better understand its concept, challenges and opportunities and be able to stay up to date as an adult educator. Even though the guide focuses mainly on adult educators themselves, it also provides an overview and analyses of needs of both sides- the educators, but the learners as well. The guide underlines that in adult education there are two factors to keep in mind; the needs of the educator and the needs of the adult learners and their specific background and characteristics, thus the approach used shall be different. That is why the guide provides easy to apply approach, integrating non formal education and ready to use methods to promote ICT to low skilled adult learners.

We hope that this digital guide will give you a good overview of digitalization in general, importance of ICT for modern labor market, guidance for providing digital education for adults and useful tools to be applied directly on everyday work with adult learners. Additionally we hope that with the information you found in this guide, you can make good use of the topics of implementing ICT tools in your daily work as adult educators.

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