



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

The Purpose and Background of Preparing the Development Proposals

The Erasmus+ project entitled 'MAP – Mapping Digital Methods Applied in Adult Education in Partnership' aiming to improve the digital skills of adults has been implemented by a consortium of three Hungarian and German, Estonian, Romanian and Spanish partners between January 2022 and December 2023.

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

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

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

- what and how the partner organisations intend to implement in the field of digital skills development either by themselves or with organisations they cooperate with beyond the project period, and
- if necessary, what proposals will be made to policy makers for the social sensitisation towards adults with low basic skills, and the dissemination of international innovations applied in professional activities in the area of basic skills development in order to improve the effectiveness of inclusion.

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

Development proposals:

1. Proposals for policy professionals and decision-makers:

- All three elements of the framework are proposed to be adapted at national level, according to the level of digitisation and the educational regulatory system in each country.
- We recommend that the framework programmes should be used to develop programmes, assessment tests and learning materials (digital learning materials) with public or EU funding, as not all countries have a profitable adult education system for individual education providers.
- It is recommended that the programmes (programme requirements) and learning materials (digital learning materials) produced should be available to all organisations (adult education institutions, public education institutions) in an Open Access approach, so that they can also provide the possibility for community content development. In this way, the development of open educational content offers a potential for quality, content and methodology, with ongoing changes in line with circumstances and legislation.
- It is recommended that organisations in each country (state) that work with digitally disadvantaged jobseeker target groups should be provided with resources to:
 1. assess the digitalisation level and skills of disadvantaged target groups;
 2. identify what training, education, services (public services: education, financial services, job search, public administration, commerce, culture, etc.) they are unable to access at the level expected by the state and service providers;
 3. make training available free of charge and involve the target groups.
- It is recommended that existing and completed assessment tests be made available to business organisations so that they can incorporate them into their selection processes. The use of these tests will make it easier for them to place job seekers in jobs that match the level of digitalisation and can also support intergenerational cooperation.
- It is recommended that policy makers develop recommendations for public sector and competitive organisations to reduce the generational gap resulting from the different levels of digitalisation.

2. Proposals for training providers:

- We recommend that adult education instructors would measure and analyse the basic skills of adults to better understand the needs of disadvantaged target groups with low basic skills according to different age groups, social and labour market position, and place of residence. The better understanding of the lack of basic skills in adult age groups can give institutions the opportunity to develop and implement targeted training programs tailored to specific subgroups.
- We consider it particularly important to sensitize the teaching staff to the lack of general and digital competence experienced among adults, as the growing gap between the groups most affected by the lack of basic skills and the groups that perform excellently poses significant dangers. The relationship to lifelong learning and the ability to integrate into the labour market are key factors from the point of view of the economy, society and the individuals.

- Institutions should strive to establish a partnership network with organizations related to disadvantaged adults (county government office, the employment unit of the province office, local government and their social institutions, adult education, social non-profit organizations) in which they can develop joint projects for the basic competencies of disadvantaged target groups (with a special emphasis on the development of basic digital competences).
- The development of basic digital skills in adult age groups is significantly hindered by the fact that the instructors involved in the education of adults are not professionally and sufficiently prepared for special trainings. We recommend that training programs and methodological materials would be developed and made available free of charge to help organizations and their professionals and experts involved in digital basic skills development. By methodology, we mean both methodological materials that can be used during training and professional materials that support the search for disadvantaged adults, addressing them, including them in a development program, and keeping them in training.
- We recommend the development and implementation of the training program for the smartphone usage course. We recommend organizing the course with the involvement of a competent instructor and selected volunteers to promote better cooperation between generations. Suggested topics in the course:
 - Basic smartphone services
 - Downloading of applications
 - Using a smartphone in traffic
 - Use of a smartphone in official administration and affairs
 - Using a smartphone to use financial services
 - Internet security, social media usage
 - Additional topics as needed: e.g. media services, photo, video
- In addition to modern teaching materials, we consider to be crucial the preparation and regular further training of instructors dealing with the development of basic digital skills for adult age groups.
- We also recommend paying attention to the development and maintenance of basic digital competences when developing and implementing training programs for professional education and training for adults - especially digital basic competences relevant to the given profession. We also recommend that the development of basic digital skills would be combined with professional practical content of interest to the training participants. In addition to incorporating professional knowledge, this also supports the prevention of dropping out of training.
- In our institution, we recommend measuring the prior knowledge of those applying for adult training, and that, in connection with their inclusion, special attention should also be paid to basic digital competencies.
- To expand the widespread use of digital education methods, we recommend the creation of an online training platform that contains the training materials needed to develop the digital skills of the community. Among the training courses, instructors can choose further training options related to their individual digital competence development plan.
- Using the European Framework for the Digital Competences framework, we recommend the development of an institutional measurement system to assess the digital skills of

educators and to identify individual development needs. According to our experience, the European Framework for the Digital Competences is a widely applicable system of criteria for identifying digital competences. Based on the framework, the identification of the digital competences needed by the teachers involved in adult education can be easily done.

3. For authorities and other organization:

- We recommend that each organization devote resources itself to sensitizing their employees to the topic, as it may be particularly important to identify signs of digital illiteracy and manage them with sufficient sensitivity for those working in customer service or in supporting roles.
- Employees of the organization should be aware of the digitalization challenges appearing in their field of expertise, and should become motivated to renew their digital skills. The organization - in accordance with the HR strategy - should encourage and support the development of employees' digital skills, thus improving the adaptability of the individual and the organization, supporting the digital transition.
- Establishing close collaborations with organizations that directly or indirectly carry out the development of adults with low digital skills (e.g. collecting training opportunities provided by educational institutions, creating and making available a database of programs and organizations that provide financial support, and organizations that provide free use of devices, transparent - between organizations - creation of development paths).
- The organizations interested in the topic shall jointly organize conferences and workshops at which, in addition to sharing good practices, it may also be possible to prepare future collaborations.