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# LAB FOR ADULTS NON-FORMAL DIGITAL AWARENESS

## LAB-ADA

Project No. 2021-1-LT01-KA220-ADU-000033776

### R1: Mapping frame for improvements of low skilled adults learning

## DESK RESEARCH REPORT

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# SUMMARY

There is some evidence that adults with low-skills are less willing to participate in time-intensive training than high-skilled workers, not least due to different preferences and personality traits of both groups (Fouarge, et al, 2013). At the same time, technological change will make those with high skills, such as managers, teachers or health professionals, more productive and hence more sought after by employers (Nedelkoska and Quintini, 2018). Adults and quasi-senior over 55 with low skills have low-level positions with limited opportunities for development, frequently step in and out of unemployed and can often expect limited returns to training, such as higher wages or access to better jobs (OECD, 2017a; Burdett and Smith, 2002).

Low-skilled adults don't have the motivation and the knowledge to easily develop their non-formal competencies. One way to make adult learning more flexible is distance learning, for example in the form of online self-learning. According to OECD PIAAC data, 16% of low-skilled learners complete at least part of their training as distance learning. Close to every second learner with low skills takes part in distance learning in Lithuania. From an employer point of view, a skilled workforce makes it easier to develop and introduce new technologies and work organisation practices, thereby boosting productivity and growth in the new economy as whole thinking that after this Covid- 19 quarantine the labour market will not be anymore the same. Based on the needs analysis and preliminary research carried out by partners, LAB-ADA project sets the overall goal to develop an innovative web learning approach for advancing and sustaining low skilled adults possibilities to gain enough knowledge, also to foster their wellbeing and mental health through the acquisition of needed skills that would help them make changes effectively, master their life and enter the desirable job market.

The Mapping Frame for improvements of low skilled adults learning is a methodological document guiding the development of the Toolkit for remote co-design activities (O2). It represents a pillar frame mapping the factors that affect low skilled adults learning interlined with the skills that need to be developed in order to improve they capabilities to pursue what they value in life. The conceptual model of the Frame steps on the environmental and individual approaches to skills, considering low skilled adults learning as the result of interactions among four distinct, but closely related domains: psychological, social, cognitive and physical. Each dimension can be considered both as an outcome and as an enabling condition with respect to the other dimensions, and ultimately with adults overall quality of life (OECD report). For the purposes of the project, a broad spectrum of factors (individual and contextual) associated with the five dimensions (pillars) of gaining new skills have been explored and explicated in the Frame.

As a result, O1 will facilitate a richer, shared understanding of the cognitive, emotional, social and physical skills have been developed in order to advance low skilled adults. O1 development is a prerequisite for successful delivery of the O2. It will be available on the project website in all partner languages.

This document includes the deliverable O1/A2.1: *Desk Research into LSAs' needs*. According to the tasks described in this deliverable, all partners did a desk research in order to identify:

- a. key factors influencing low skilled adults needs implementation, and
- b. specific skills, which could support seeking of better life. ECOKTIMA developed a template for literature review as a tool for summarizing desk research results.

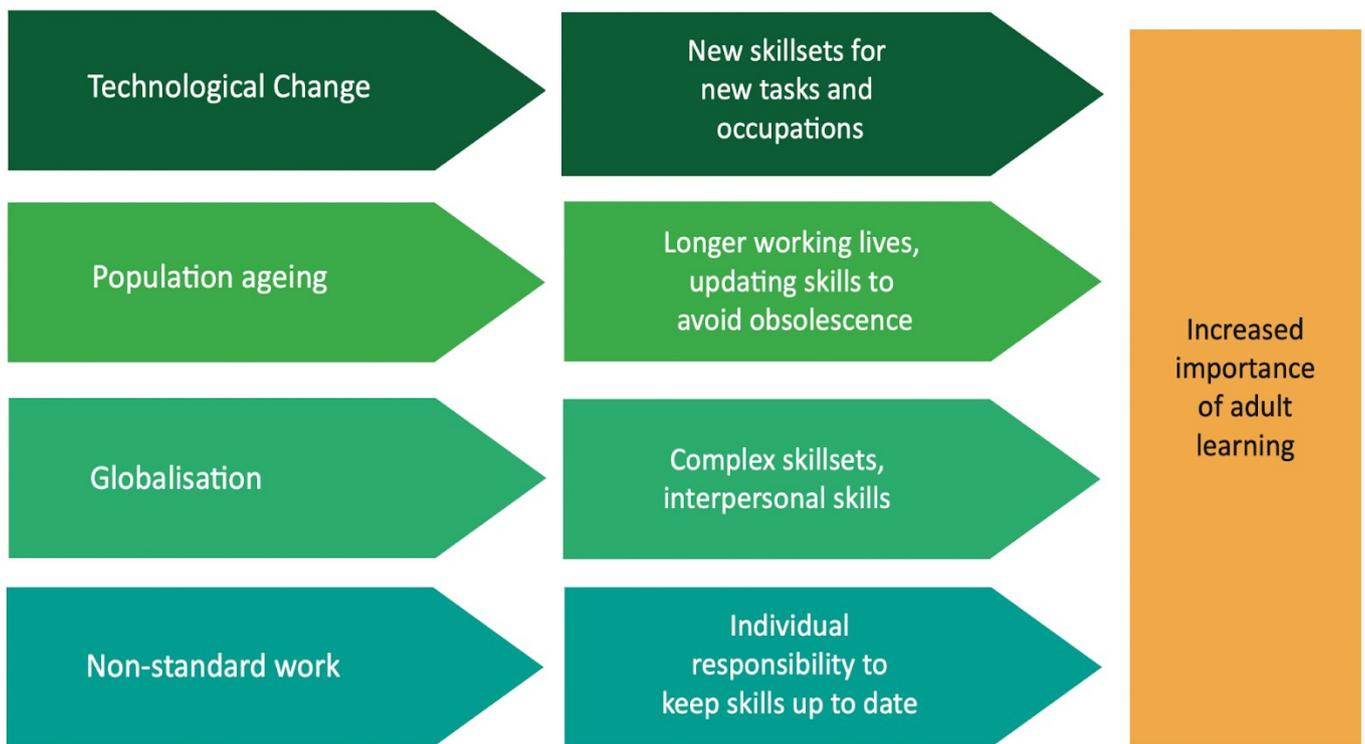
# INTRODUCTION

Most low-skilled adults take part in learning to advance their career (see below). However, learning opportunities do not always equip them with the skills needed for the labour market. Only two in three adults think that participation in training helped them achieve positive employment outcomes, such as performing better in their current job, being promoted, getting a (new) job or a higher salary. We will work in the innovation to make adult learning more interesting and relevant for adults with low skills. In this kind of environment adults with low skills need support in identifying their training needs and in understanding which type of training is most appropriate for them. Additionally, they need advice on how to tackle any barrier to participation, including limited finances, lack of time due to family commitments and distance to the training location. And such comprehensive advice and guidance services specifically targeted at adults with low skills are rare. So the idea is to tailor some advice using different media like books or interactive resources or videos and a help desk.

According to the OECD, the “adults with low basic skills are individuals aged 25-64 with low proficiency in literacy, numeracy or both (*Erwachsene mit geringen Grundkompetenzen*). Low proficiency is defined as scoring Level 1 on the literacy and/or numeracy dimensions of the Survey of Adult Skills (PIAAC). These are adults who at most understand brief texts on familiar topics, and/or are able to do simple mathematical processing such as one-step calculations”. Also, the “adults with low qualification levels are individuals aged 25-64 whose highest educational attainment level is at most lower secondary education (ISCED 0-2) (*Geringqualifizierte*). In the German context, these adults have left education after compulsory comprehensive school or earlier (Primär- und Sekundarbereich I) and at most hold a secondary school certificate (Realschulabschluss/ Mittlere Reife). They have not completed a full vocational qualification.” (Source: OECD (2019[5]), *Getting Skills Right: Engaging low-skilled adults in learning*, <http://www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf>)

The low digital skills are considered an obstacle to adults’ societal and economic participation and constitute an additional dimension of low skills. According to OECD (2019[5]), “more than one in five adults in the OECD has low skills. 22% of adults across OECD countries have low educational levels and even more adults have low cognitive skills. On average 26.3% of adults are at most able to complete some very basic reading and/or mathematical tasks in those countries for which data are available. Enabling them to up-skill for a changing world of work is a sizeable challenge.” It is important to note that many adults with low skills are anything but ‘low skilled’: they may have low literacy and numeracy levels, but at the same time possess a range of other valuable skills such as the ability to drive different vehicles or care for customers. Equally, adults may have low qualification levels, but may have gained skills through years of work-experience that are equivalent to those associated with formal qualifications.

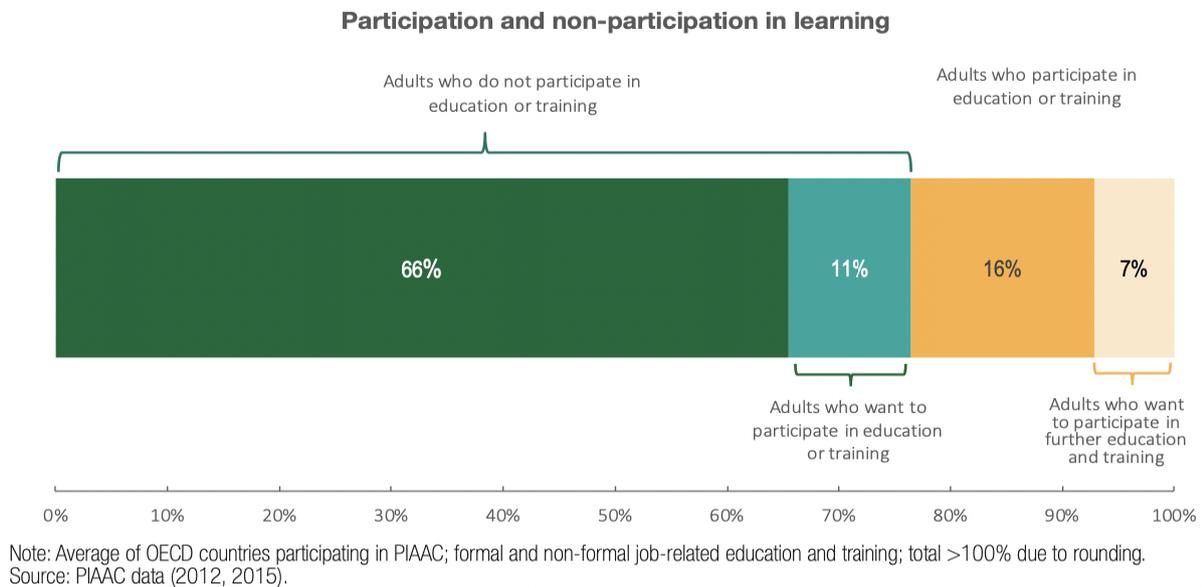
## Megatrends affect the world of work



Participation in adult education and training helps people find, keep and further develop in their job. However, adults with low skills are less than half as likely to participate in adult learning as those with higher skills. According to PIAAC data, only 20% of adults with low skills participate in job-related adult learning. Participation of adults with medium and high skills is much higher (37% and 58% respectively). One of the key reasons for this participation gap is that adults with low skill levels find it more difficult to recognise their learning needs and hence are less likely to seek out training opportunities (Windisch, 2015). According to data from the 2016 Adult Education Survey (AES), 11.6% of adults with low skills looked for learning opportunities compared to 35.5% of adults with high skill levels.

## Did You Know ?

More than three in four adults with low skills across the OECD do not participate in job-related education and training in any given year, according to PIAAC data. This group encompasses 66% of adults who do not want to participate in learning and 11% who would like to, but do not for a variety of reasons.



Source: OOECD, <https://www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf>

“Adults with low skills can find themselves in a ‘low-skill trap’. Many have low-level positions with limited opportunities for development, frequently step in and out of unemployed and can often expect limited returns to training, such as higher wages or access to better jobs” (OECD, 2017a; Burdett and Smith, 2002).

In most OECD countries, adults have the choice between many different learning opportunities. These can range from programmes to acquire formal basic and general education, through certified short-courses to gain specific skills, to non-formal learning opportunities in the workplace. There are many different providers and approaches to teaching and learning. It is a challenge for any adult to navigate this jungle of offers, especially those with low skills.

Adults with low skills need support in identifying their training needs and in understanding which type of training is most appropriate for them. Additionally, they need advice on how to tackle any barrier to participation, including limited finances, lack of time due to family commitments and distance to the training location. However, such comprehensive advice and guidance services specifically targeted at adults with low skills are rare.

# EUROPE and LSA

The following table, shows selected European programs compared to the criteria that they meet:

Country	Title	General criteria				Specific criteria			
		GC1	GC2	GC3	GC4	SC1	SC2	SC3	SC4
<b>Good practices</b>									
Austria	Initiative for adult education ( <i>Erwachsenenbildung</i> )	X	X	X	X	X	X	X	
France	Personal training account ( <i>Compte personnel de formation, CPF</i> )	X	X	X	X	X		X	X
Germany	On the job training programme ( <i>Weiterbildung Geringqualifizierter und beschäftigter älterer Arbeitnehmer in Unternehmen - WeGebAU</i> )	X	X	X	X	X		X	X
Italy (Lombardia)	Unique labour endowment <sup>(8)</sup> ( <i>Dote Unica Lavoro, DUL</i> )	X	X	X	X	X		X	X
Ireland	<i>Skillnet</i>	X	X	X	X	X		X	X
Netherlands	Language at work ( <i>Taal op de werkvloer</i> )	X	X	X	X	X	X	X	
Norway	<i>SkillsPlus</i>	X	X	X	X	X	X	X	X
Portugal	New opportunities initiative ( <i>Iniciativa Novas Oportunidades - NOI</i> )	X	X	X		X	X	X	X
Portugal	<i>Qualifica</i> programme	X	X	X		X		X	X
UK	<i>Union Learning Fund (ULF)</i>	X	X	X	X	X	X	X	
UK	Mid-life career review	X	X	X		X	X	X	

<b>Promising practices</b>									
Austria	Labour foundations ( <i>Arbeitsstiftungen</i> )	X	X	X	X	X		X	
Spain	<i>Vives Emplea</i> : team empowerment for labour integration	X	X	X		X		X	

NB: See Annex 1 for a description of each practice and sources.

#### Legend:

GC1: Effectiveness

GC2: Clarity

GC3: Consistency

GC4: Sustainability

SC1: A GP has established successful coordination, cooperation, support and improved communication between all organisations involved

SC2: A GP adopts sound and appropriate methodological and didactic approaches to stimulate and involve adults also through a supportive guidance system

SC3: A GP has a flexible structure able to be adapted to different needs of the target group

SC4: A GP ensures recognition of prior learning and validation of learning outcomes, whether from formal education or non-formal or informal learning

Source: Cedefop, <https://www.cedefop.europa.eu/en/projects/adult-learning-empowering-adults-through-upskilling-and-reskilling>, [https://www.cedefop.europa.eu/files/3082\\_en.pdf](https://www.cedefop.europa.eu/files/3082_en.pdf)

The French Personal Training Account for example, introduces an individualised scheme for financing training that is open to all economically active persons, and is fully transferable throughout the individual's working life, from the time they enter the labour market until they retire. The CPF is currently the only example at international level of an individual learning account where individuals build up training entitlements over time." (Source: <https://www.oecd-ilibrary.org/docserver/301041f1-en.pdf>).

"A survey conducted by Centrum Taal en Onderwijs (CT&O) among 400 *teachers* of Dutch L2 shows the teachers' assumption that students strongly value the use of ICT, although the use of ICT in F2F Dutch classes is still not common practice in Flanders: 20.5% of the teachers often or always use ICT in the classroom; 30.8% never use ICT, due to a lack of accommodation (60%) and time (61.8%). Furthermore, 57.7% of the teachers feel between inadequately and reasonably competent in the use of ICT. These numbers are in sharp contrast with the teachers' estimations that about 80% of the students strongly value the use of ICT. (Berben, Drijkoningen, Frijns, Houben, & Van Den Branden, 2012). Another survey, conducted by Vrije Universiteit Brussel (VUB) (DePryck, Zhu, Van Laer, Kupriyanova-Ashina, & Cools, 2013), focuses on the experience of Dutch L2 *learners* in adult education. Results show that 41.9% of the respondents in (CVO; focusing on learners with a higher learning proficiency) in high proficiency levels have experience with blended or distance learning and the same share has a preference for blended learning. In the levels A1, A2 and B1,3 more than 90% of the respondents express a preference for F2F learning. Slightly more than one in four students are not interested in blended learning; 40% would find it interesting, provided that they could study on site in an OLC (open learning centre) with guidance and 31% are interested in studying online at home. Centres for Basic Education (CBE; focusing on low-literate learners) make no distinction between learning Dutch and other subjects. 62.3% of the respondents are interested in taking part of the course online in an OLC and about 16% are interested in studying online at home or in their prison cell." (De Paepe et al. 2018)

"[...] fracking\* has significantly increased relative demand for less-educated male labor and increased high school dropout rates of male teens, both overall and relative to females. Estimates imply that, absent fracking, the teen male dropout rate would have been 1 percentage point lower over the period 2011–15 in the average labor market with shale reserves, implying an elasticity of school enrolment with respect to earnings below historical estimates." (Cascio & Narayan, 2022)

\* *a recent technological breakthrough in the oil and gas industry.*

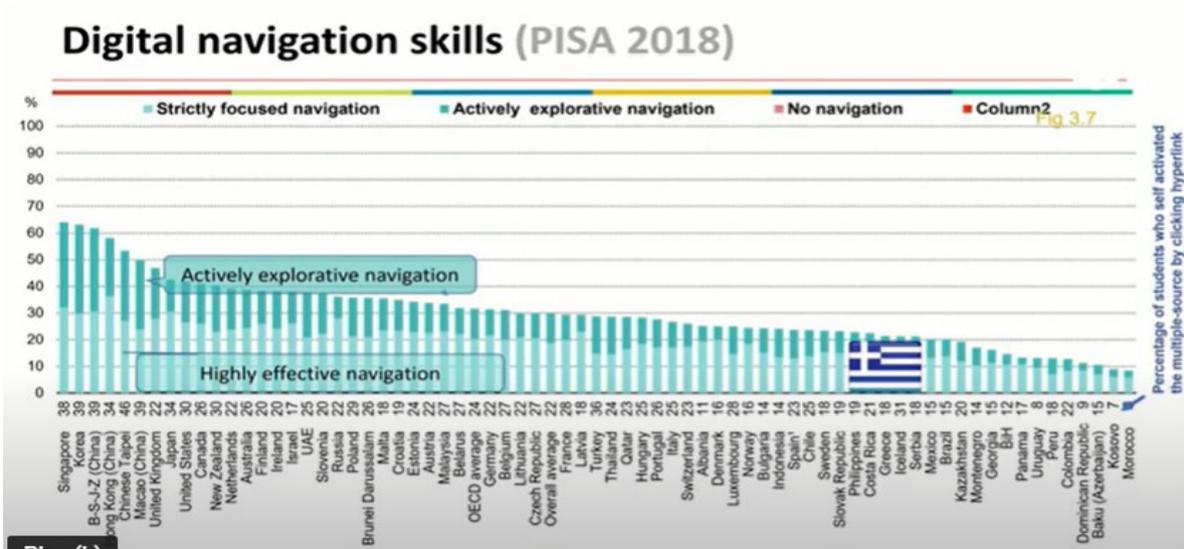
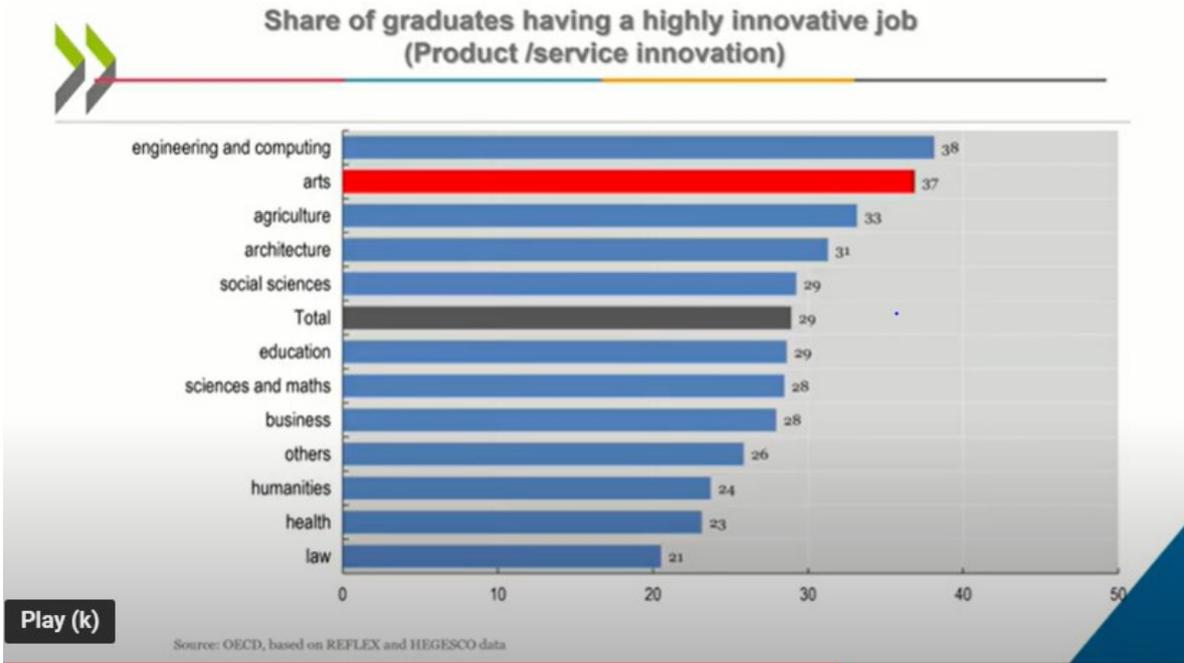
"Older people's abilities to understand and create media content, especially as citizens, received less attention despite media-literacy researchers' emphasis on individuals' participation in society (Hobbs, 2010; Livingstone et al., 2012) and creative and playful media-content production (e.g., Cannon et al., 2018). When interpreted in light of recent research highlighting older people's lack of health and digital news literacy (Eronen et al., 2019; Guess et al., 2019), this finding clearly indicates a gap in the research on media- literacy interventions." (Rasi, 2021)

"Many adult perspectives about learning, while called theories, are largely lacking in evidence leading to them becoming theories. Thus, there remains a need for empirical evidence of these theories and their roles in online instruction. Comparisons of the application of these theories for adult learners in online instruction would also be useful in establishing the effectiveness of the various learning theories in different adult learning situations." (Brieger et al., 2020)

"Adults are pressured to become lifelong learners equipped with technology skills and fluency with information and communication technologies (ICT; World Bank, 2003). Under these circumstances, greater numbers of adults are returning to engage in learning activities, and this also means that there is greater diversity in this population of students (Hannah, 2017; Kasworm, 2003; Willans & Seary, 2011)." (Rogers-Shaw et al., 2018)

"Saar (2017) theoretically distinguished seven adult-learning country types, which correspond to the typology of countries based on varieties of capitalism, welfare state regimes and their extensions." (Boyadjieva et al. 2018)

"The conceptualisation and measurement of adult education as a common good provide a new perspective for understanding and assessing how adult education develops in different countries and in different institutional, socio-economic and cultural contexts." (Boyadjieva et al., 2018)



A fresh start in education, [Andreas Schleicher](#)

# Frameworks of Competences and LSA



DigComp 2.2 [https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128415/JRC128415\\_01.pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128415/JRC128415_01.pdf)

For the purposes of the project, a broad spectrum of factors (individual and contextual) associated with the four dimensions (pillars) of gaining new skills will be explored and explicated in the Frame.

- Our **Pillars (Dimension 1: Competence Areas)** are 5.
- Our **Skillsets (Dimension 2: Competences focusing on skills)** must be 10+. We can start with the 18 Skillsets, of the 5 next tables, that are distributed to 5 Pillars (and 5 Partners).
- For each skillset we relate a **Foundation and/or Intermediate Level (Dimension 3, probably not an Advanced or Highly Specialized Level)** with relative **Examples (Dimension 4)**. Of course, we can use, if needed, new skillsets/examples from other Frameworks, or we can erase some of them.
- We can also consider the **Result R2: Toolkit for remote co-design activities and the results obtained by the Desk Research and the Surveys - Focus Group**.
- From this structure we are going to produce the **LAB-ADA Mapping Frame for SLA** (and propose it to the DigComp 2.2)!

*THE 5 selected PILLARS and the RELATED COMPETENCES-SKILLSETS (based on DigComp Framework) for the LAB-ADA framework are:*

<b>PILLAR</b> <i>(dimension 1)</i>	<b>SKILLSET</b> <i>(dimension 2)</i>	<b>References</b>
<b>Pillar 1:</b> Information and Data Literacy <i>(Partner: Eco Logic, MK)</i>	1.1 Browsing, searching and filtering 1.2 Evaluating info and content 1.3 Managing info and content	- "Digital games and game-based learning in general have been traditionally associated with the constructivist view on learning as they provide with sandbox environments where players are allowed to experiment and construct meaning out of their cognitive and emotional experiences" (Alexiou and Schipper, 2018) - IDLF has identified six forms of digital literacies to support inclusion. For each of these, future work can define a scale to assess specific levels of literacy. (Nedungadi et al., 2018)
<b>Pillar 2:</b> Communication and Collaboration <i>(Partner: CSCI, IT)</i>	2.1 Interacting 2.2 Sharing 2.3 Engaging in citizenship 2.4 Collaborating 2.5 Netiquette 2.6 Managing digital identity	- "The issue of cross-cultural communication and training is not specific to any one academic discipline it is an area of investigation for a variety of disciplines: ranging from linguistics and communication studies to sociology" (Foley, 2020)
<b>Pillar 3:</b> Digital Content Creation <i>(Partner: EcoKtima)</i>	3.1 Developing content 3.2 Integrating and re-elaborating 3.3 Copyright and licenses 3.4 Programming	- "[...] future graduates had an upper intermediate level of competence in information and digital literacy, communication and collaboration, but a lower intermediate level in terms of digital content creation, particularly in the creation and dissemination of multimedia content using different tools." (López-Meneses et al., 2020) - "Social media, with its affordances for personal profiling, relationship-building, content creation and socializing, when thoughtfully integrated into an online education plan, can help students and teachers stay connected while apart, enhance students' engagement and make remote learning seem less remote." (Greenhow and Galvin, 2020)
<b>Pillar 4:</b> Safety and Ethics <i>(Partner: Prometeo, IT)</i>	4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment	- "As an architect, product designer, and educator, Mace used the term universal design "to describe the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life" "(North Carolina State University [NCSU], CUD, 2008; Rogers-Shaw et al., 2018). - The call for inclusive education had been established by Section 504 of the Rehabilitation Act, passed in the 1970s, and the 1990 Individuals with Disabilities Education Act (IDEA; U.S. Department of Justice, 2016; Rogers-Shaw et al., 2018).
<b>Pillar 5:</b> Problem Solving <i>(Partner: LIBA, LT)</i>	5.1 Solving technical problems 5.2 Identifying needs and responses 5.3 Creatively using digital technologies 5.4 Identifying digital competence gaps	- "Collaborative problem solving (CPS) education and assessment are expected to improve when supported by larger data sets and theoretical frameworks that are informed by psychological science. This will require interdisciplinary efforts that include expertise in psychological science, education, assessment, intelligent digital technologies, and policy." (Graesser et al., 2018) - Regarding problem solving skills we found that simulation and case study are perceived as being similar but more effective than lectures. (Farashahi & Tajeddin, 2018)

The new integrated **DigComp 2.2 Framework** (22 March 2022) "focuses on examples of the knowledge, skills and attitudes applicable to each competence (Dimension 4). For each of the 21 competences, 10-15 statements are given to illustrate timely and updated examples that highlight contemporary themes. As such, the update does not alter descriptors of the conceptual reference model and it does not change how proficiency levels are outlined (Dimension 3). Also, use cases and learning scenario's presented in Dimension 5 remain the same".

[https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128415/JRC128415\\_01.pdf](https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128415/JRC128415_01.pdf)



**DIMENSION 1 • COMPETENCE AREA**  
**1. INFORMATION AND DATA LITERACY**

**DIMENSION 2 • COMPETENCE**  
**1.3 MANAGING DATA, INFORMATION AND DIGITAL CONTENT**

To organise, store and retrieve data, information, and content in digital environments. To organise and process them in a structured environment.

DIMENSION 3 • PROFICIENCY LEVEL		
FOUNDATION	1	At basic level and with guidance, I can: <ul style="list-style-type: none"> <li>Identify how to organise, store and retrieve data, information and content in a <b>simple way</b> in digital environments.</li> <li>recognise where to organise them in a <b>simple way</b> in a structured environment.</li> </ul>
	2	At basic level and with autonomy and appropriate guidance where needed, I can: <ul style="list-style-type: none"> <li>Identify how to organise, store and retrieve data, information and content in a <b>simple way</b> in digital environments.</li> <li>recognise where to organise them in a <b>simple way</b> in a structured environment.</li> </ul>
INTERMEDIATE	3	On my own and solving straightforward problems, I can: <ul style="list-style-type: none"> <li>select data, information and content in order to organise, store and retrieve them in a <b>routine way</b> in digital environments.</li> <li>organise them in a <b>routine way</b> in a structured environment.</li> </ul>
	4	Independently, according to my own needs, and solving well-defined and non-routine problems, I can: <ul style="list-style-type: none"> <li>organise information, data and content to be easily stored and retrieved.</li> <li>organise information, data and content in a structured environment.</li> </ul>
ADVANCED	5	As well as guiding others, I can: <ul style="list-style-type: none"> <li>manipulate information, data and content for their easier organisation, storage and retrieval.</li> <li>carry out their organisation and processing in a structured environment.</li> </ul>
	6	At advanced level, according to my own needs and those of others, and in complex contexts, I can: <ul style="list-style-type: none"> <li>adapt the management of information, data and content for the most appropriate way retrieval and storage.</li> <li>adapt them to be organised and processed in the most appropriate structured environment.</li> </ul>
HIGHLY SPECIALIZED	7	At highly specialised level, I can: <ul style="list-style-type: none"> <li>create solutions to complex problems with limited definition that are related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment.</li> <li>integrate my knowledge to contribute to professional practices and knowledge and to guide others in managing data, information and digital content in a structured digital environment.</li> </ul>
	8	At the most advanced and specialised level, I can: <ul style="list-style-type: none"> <li>create solutions to solve complex problems with many interacting factors that are related to managing data, information, and content for their organisation, storage and retrieval in a structured digital environment.</li> <li>propose new ideas and processes to the field.</li> </ul>

DIMENSION 4 • EXAMPLES OF KNOWLEDGE, SKILLS AND ATTITUDES	
KNOWLEDGE	31. Aware that many applications on the internet and mobile phones collect and process data (personal data, behavioural data and contextual data) that the user can access or retrieve, for example, to monitor their activities online (e.g. clicks in social media, searches on Google) and offline (e.g. daily steps, bus rides or public transport).
	32. Aware that for data (e.g. numbers, text, images, sounds) to be processed by a program, they have to be first properly digitised (i.e. digitally encoded).
	33. Knows that data collected and processed, for example by online systems, can be used to recognise patterns (e.g. repetitions) in new data (i.e. other images, sounds, mouse clicks, online behaviour) to further optimise and personalise online services (e.g. advertisements).
	34. Aware that sensors used in many digital technologies and applications (e.g. facial tracking cameras, virtual assistants, wearable technologies, mobile phones, smart devices) generate large amounts of data, including personal data, that can be used to train AI systems. (AI)
	35. Knows that open data repositories exist where anyone can get data to support some problem solving activities (e.g. citizens can use open data to generate thematic maps or other digital content).
SKILLS	36. Knows how to collect digital data using basic tools such as online forms, and present them in an accessible way (e.g. using headers in tables).
	37. Can apply basic statistical procedures to data in a structured environment (e.g. spreadsheet) to produce graphs and other visualisations (e.g. histograms, bar charts, pie charts).
	38. Knows how to interact with dynamic data visualisation and can manipulate dynamic graphs of interest (e.g. as provided by Eurostat, government websites).
	39. Can differentiate between different types of storage locations (local devices, local network, cloud) that are the most appropriate to use (e.g. data on the cloud is available any time and from anywhere, but has implications for access time).
ATTITUDES	40. Can use data tools (e.g. databases, data mining, analysis software) designed to manage and organise complex information, to support decision-making and solving problems.
	41. Considers transparency when manipulating and presenting data to ensure reliability, and spots data that are expressed with underlying motives (e.g. unethical, profit, manipulation) or in misleading ways.
	42. Weighs of accuracy when evaluating sophisticated representations of data (e.g. tables or visualisations) as they could be used to mislead one's judgement by trying to give a false sense of objectivity.

DIMENSION 5 • USE CASES	
FOUNDATION	2
<b>EMPLOYMENT SCENARIO: job seeking process</b> At home with my sister who I ask whenever I need: <ul style="list-style-type: none"> <li>I can identify how and where to organise and keep track of job ads in a job app (e.g. wowintend.com) of my smartphone in order to retrieve them when I need them along my job seeking.</li> </ul>	
<b>LEARNING SCENARIO: prepare group work with my classmates</b> In the classroom with my teacher who I can consult whenever I need: <ul style="list-style-type: none"> <li>I can identify an app in my tablet to organise and store links to those websites, blogs and digital databases related with a specific topic of literature and use it to retrieve them when needed for my report.</li> </ul>	

There is also something new that could be very useful for the LAB-ADA Project. The new integration of DigComp introduces the idea of “**HIGHLIGHTED EXAMPLES**” at the 4 dimensions (page 8, see left fig.)

At the 4th Dimension, we can introduce our examples that could be highlighted as “(LSA)”.

We can use the same organisation from the **DigComp 2.2**:

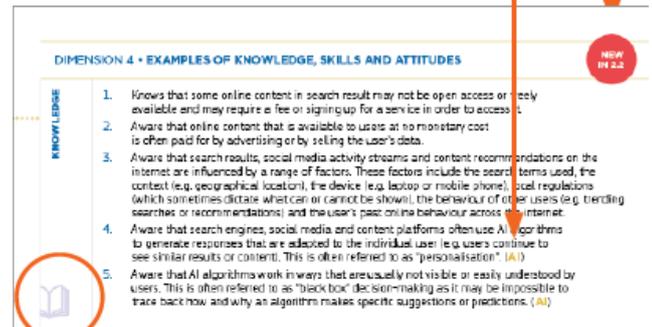
- Dimension 1: Competence Area
- Dimension 2: Competence
- Dimension 3: Professional Level (the first 2: Foundation & Intermediate)
- Dimension 4/5: Examples and Learning Scenarios

For constructing LAD-ADA Mapping Frame:

- Our **Pillars (Dimension 1: Competence Areas)** are 5.
- Our **Skillsets (Dimension 2: Competences focusing on skills)** must be 10+. We can start with the 18 Skillsets, of our previous table, that are distributed to 5 Pillars (and 5 Partners).
- For each skillset we relate a **Foundation and/or Intermediate Level (Dimension 3, probably not an Advanced or Highly Specialized Level)** with relative **Examples (Dimension 4)**. Of course, we can use, if needed, new skillsets/examples from other Frameworks, or we can erase some of them.
- We can also consider the **Result R2: Toolkit for remote co-design activities** and the results obtained by the **Desk Research** and the **Surveys - Focus Group**.
- From this structure we are going to produce the **LAB-ADA Mapping Frame for SLA** (and propose it to the DigComp 2.2).

A small **red dot** is used to introduce the new Dimension 4. It helps the reader quickly spot the new updated part.

**Artificial intelligence, Remote Working and Digital Accessibility** examples are highlighted with (AI), (RW), (DA).



# PARTNERS' COUNTRIES and LSA

## Lithuania

According to Unesco<sup>1</sup>, the “Lithuanian Centre for Adult Education and Information is the state institution working under the Ministry of Education and Science of the Republic of Lithuania. The centre was established by the Ministry as one of the main institutions assisting in coordination and implementation of the means of national Lifelong Learning strategy. The mission is to ensure that society should have more possibilities to participate in continuing learning by rendering assistance for adults in education.” The major policy issues are to “provide adults assistance in the sphere of education related to continuous learning, accumulate data and constantly update data bases on the opportunities for continuing education, on institutions and programs providing these services, as well as disseminate the relevant information on these matters to the society at large, investigate and analyze the status of continuing education and needs in the country, elaborate and implement projects related to the development of adult education opportunities, participate in arrangement of standard legislation projects which are connected with Lifelong Learning system, compile methodological, training and learning material, as well as arrange its publishing activities. Implementation of national strategies”.

In Lithuania, a national campaign of Informal Educations, entitled "Senior Days on the Internet" was organized, where Internet seminars, experts in various fields and well-known Lithuanian personalities share knowledge and experience about the benefits of the Internet and technology in various fields. After the broadcasts, participants are able to put their knowledge into practice through various tasks. The aim of this initiative is to interest and encourage Lithuanian seniors to use modern smart technologies, e. services, critically evaluate information, improve their digital skills.

## Italy

In Italy, adult education is promoted by the CPIAs (Provincial Centres for Adult Education) established by Presidential Decree 263 of 29 October 2012. The provincial adult education centres (CPIA) are a founding element of the Italian education system. Education that lasts a lifetime, lifelong learning, cannot and must not be defined as an accessory, but must be the necessary complement to the ability to live and work. Schooling does not end at the age of eighteen, but continues throughout our lives. The last two years (2020-2022) have taught us the importance of technology, its power and its fundamental role in community building. Addressing adults directly, CPIAs will be called upon to play the role of a central pivot in digital competence development in the coming years. On a daily basis, CPIAs demonstrate that they are guardians of democracy, ensuring that people have the skills they need to participate in civic life also through the ability to acquire new knowledge.

CPIAs constitute a type of autonomous educational institution with its own staff and a specific teaching and organisational set-up. CPIAs are divided into 'territorial service networks' structured on three levels: Level A: Administrative Unit; Level B: Teaching Unit; Level C: Training Unit. From an administrative point of view, the CPIA is divided into a central location and first-level delivery points (associated locations) where first-level, literacy and Italian language learning pathways are implemented. These first-level delivery points are identified by the Regions. The CPIA, from an organisational-didactic point of view, refers to the second-level school institutions that deliver second-level adult education courses. These second-level delivery points are 'hinged' in the secondary school institutions of the second level (operating sites) identified by the regions. The CPIA can extend the training offer by entering into agreements with local authorities and other public and private entities, in particular to training facilities accredited by the Regions. These are initiatives to enhance citizenship skills and thus the employability of the population. CPIAs in Italy are 130. Nr of students: 2017-18: 178.000; 2018-19: 176.000; 2019-20: 154.000.

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<sup>1</sup> <https://uil.unesco.org/partner/lifelong-learning/lithuanian-centre-adult-education-and-information-lcaei>

Before the 2012 reorganization, primary and secondary education for adults was carried out at Permanent Territorial Centers (CTPs) and secondary education was provided by evening courses activated at secondary schools level. The reorganization was aimed at giving organicity and unity to the adult education system and overcoming some critical issues including the rigidity of the system and organization of the courses, which had facilities that were too similar to those of morning courses; the lack of administrative, educational and organizational autonomy of the facilities; the absence of an integrated distance learning system; and the lack of an organic system of credits and certifications. The key elements for the reorganization were: the raising of the educational levels of weak users, with priority given to pathways aimed at the attainment of qualifications, including the fulfillment of compulsory education, and to the knowledge of the Italian language by foreigners, the strengthening of the identity of the educational offer, its sustainability through shorter than ordinary paths and bringing people closer together, through networks and the creation of an organic system for the enhancement of skills and learning already possessed by people.

The National Qualifications Framework (NQF) was established by interministerial decree (Ministry of Labor and Ministry of Education) of 8 January 2018 as a tool for the description and classification of the qualifications issued within the National Competence Certification System. The NQF represents the national device for referencing Italian qualifications to the European Qualifications Framework, with the function of linking the Italian qualifications system with the systems of other European countries. The NQF also has the objective of coordinating and strengthening the various systems that contribute to the public offer of lifelong learning and services for identifying and validating and certifying skills (obtained through formal, informal and non-formal activities). Moreover, the NQF reinforces the Individual Training Agreement, a key element of the adult education (instrument that intends promoting national policies of lifelong learning enhancing starting from the reconstruction of individual history of the student and adapting that educational pathway to that). To the Training Agreement it is attached the Certificate of recognition of credits for the personalized course.

## **The Republic of North Macedonia**

The Government of the Republic of North Macedonia established the Adult Education Center, a national public institution. The mission of the Center is to promote a functional, modern and EU-compatible system for adult education in the context of the lifelong learning that provides high quality learning and qualification opportunities to meet the needs of the whole population, enhance employability and entrepreneurship, meet labour market needs and contribute to economic, social and personal development. The key objectives of this institution are to contribute in the realization of the social-economic need of North Macedonia, to respond to the needs of the labor market and to assist the individuals in their personal development.

The institution's main responsibilities are the harmonization and integration to the public interests and the interests of the social partners in the education of adults in the Republic of North Macedonia and the coordination of the cooperation with the international institutions and organizations in the area of education of adults and the lifelong learning. The institution also provides a quality system for education of adults in accordance with the European standards and practices, through standards and criteria that will provide quality education for adults, both formal and non-formal, production of quality and competitive labor force on the labor market by supporting the social partnership.

The Adult Education Centre is responsible for the verification of special programs for adult education (programs for non-formal adult education) aiming to increase the quality of the non-formal adult education. Since 2010, the Adult Education Centre is implementing governmental program for secondary vocational education for adults who completed only primary education at a national level. Also, the Adult Education Centre leads different activities for promotion of the adult education. One of the most important manifestation is Lifelong Learning Days that the Center organizes annually in cooperation with the DVV International Office in North Macedonia.

Sustainability advisors is a VET programme developed by Eco Logic, verified by the Adult Education Center, initially started as a part of the Inclusive Labour Markets for Sustainable Community Development EU project. The programme covers 12 modules that provide the trainee with competencies and skills needed to provide consulting and advisory services to business, households and individuals. This program covers theoretical and practical part within 245 hours from which 72 are for theory, 140 for realization of practical part (working on a case study) in public institution, small, medium or large enterprise or household, and 33 for evaluation including control tests, discussions and final presentation of the case study. The verified course is modular and consists of 12 modules (Introduction to Sustainable development, Global economic trends, Strategies for Sustainable Development on micro and macro level, Ecology policies, Eco innovations for Sustainable Development, Indicators for monitoring and measurement of sustainable development, Resource efficient and cleaner production, Eco design, Methodologies for Sustainable Development, Tools for organization and realization of the Sustainable Development, Sustainability at home and Case study – sustainability analysis on a particular entity).

## Greece

According to an OECD survey (2015), the share of adults in Greece who score at the highest levels of proficiency in literacy and numeracy is considerably smaller than the OECD average, while the proportion of adults with poor skills in literacy and numeracy is much larger than average. In the OECD survey is highlighted that the large expansion of education has not translated into an improvement in literacy over the generations and that the foreign-born, native-language adults score slightly higher in literacy than native-born, native-language adults. Greece holds a larger-than-average proportion of adults in Greece has poor literacy and numeracy skills, and low proficiency is particularly prevalent among 55-65 year-olds. Also, a higher percentage of adults in Greece (compared to the OECD average) reported no prior experience with computers. Finally in Greece, “it is educational attainment, rather than proficiency, that has the strongest impact on the likelihood of being employed and on earning higher wages.”

Specifically, “only about one in 20 adults in Greece attain the highest levels of proficiency (Level 4 or 5) in literacy, compared to around one in 10 adults (10.6%) on average across the OECD countries that participated in the survey” and it is highlighted that around one in four adults (26.0%) attains Level 3 in literacy, a percentage that is below the OECD average of 35.4%. Also, “only the 2.5% of adults in Greece attain Level 3, the highest proficiency level, in problem solving in technology-rich environments.” This is the fourth lowest percentage among all the OECD participating countries and significantly lower than the OECD average of 5.4%. “In contrast to what is observed in other countries, 25-34 year-olds in Greece perform as well in literacy as 55-65 year-olds” and “Greece is one of the few countries where women outperform men in literacy”. It is important to mention that “workers in Greece use their numeracy and problem-solving skills at work as frequently as the average across OECD countries; but their proficiency in these skills is not as highly rewarded, with higher wages, as in other OECD countries”.

In Greece, the National Academy of Digital Skills, an initiative of the Ministry of Digital Governance, aiming to the developing and compiling educational content offers created an online platform, which is available from May 2021. The program includes courses for teachers, entrepreneurs and business executives, communication Networks and Cyber Security Courses, state-of-the-art technology courses, software design and development courses and farmers and Agricultural Enterprises. The courses are also offered by organizations with recognized academic and educational prestige, such as Greek academic institutions, well-known international companies, banking institutions, telecommunications providers and digital education organizations.

The National Academy of Digital Skills aspires to play an active role in the field of digital literacy, constantly enriching its educational content to citizens. It has more than 290 basic and advanced level courses that correspond to over 1,800 hours of training. The courses are divided into the following six thematic categories:

- Communication and collaboration: Courses in the areas of communication applications, work from home, mobile devices and social networks are available in this category.
- Internet: The content of the courses in this category falls, among others, in the areas of personal data protection and secure internet browsing.

- Everyday tools: The educational content in this category is related to the fields of computer use and office applications.
- Digital Entrepreneurship: The courses in this category are aimed at those who are interested in further enriching their knowledge on digital marketing and the modern business context.
- Computer science: The visitor of this category can attend courses on databases, programming languages, cybersecurity, ICT and education, communication networks etc.
- Cutting-edge technologies: The educational content of this category is related to the fields of artificial intelligence, cloud computing, etc.

Finally, the user's navigation on the platform is simple and friendly. The educational material is freely available to everyone, without complicated registration procedures and each user can choose the course that suits his interests and level of knowledge, attend it and complete it whenever he wishes.

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# ANNEX - Desk Researches

## #1 Europe - Nonformal Education

### Overview

e	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	Improving the Digital Competences and Social Inclusion of Adults in Creative Industries
Place/Country	Europe
Date	2018
Contributors	"Improving the digital competences and social inclusion of adults in creative industries" project partners
References	<a href="https://digiculture.eu/en">https://digiculture.eu/en</a>

### Description

Abstract	The course consists of 13 topics; The Internet, World Wide Web and introduction to the digital world. Digital content and publishing Data Protection and open licenses Digital curation - digital libraries and museums Digital security, safety and ethics Digital storytelling Digital audiences, digital analytics Social media for culture Augmented and virtual reality Mobile apps and mobile user experience Digital management in culture Digital communication and presentations Online and mobile digital media tools.
Aim Objectives	Develop a sustainable and effective educational program for adult learners with low digital skills and other low-skilled adults involved in activities related to the creative industries in Romania, Italy, Austria, Denmark, Lithuania, the United Kingdom and Ireland.
Needs	Not described
Framework Competences	The Digital Skills Curriculum for the Creative Industries addresses the digital competences identified in the EU DigComp 2.1: The Digital Competence Framework for Citizens
Methodology	Independent study course on smaller topics. Free. At the beginning, before the topic, a questionnaire to test the initial knowledge of that topic. Each topic consists of such information: Learning objectives Overview Topics Requirements Digital competencies based on DigiComp 2.1 Results Time to complete the course: for example - you should study about 7 weeks/3 hours per week.

	Each course consists of theoretical material, assignments and an exam/test.
Outcomes Results	The main outcome of the project is an integrated virtual learning environment with 13 free online learning courses on different cultural areas. For example: online course "Digital communication and presentations". This course aims to provide a general understanding (basic level) of digital communication and presentations and help to gain a basic understanding of digital strategies. The course introduces the most common communication tools: MS Teams, Zoom, Skype, Messenger, Google Meet, Slack and presentation tools: MS PowerPoint, Prezi, H5P, Google Slides, Piktochart, MS Sway.
Conclusions	In the Problem-Solving area all learning material have impact on learners: <ul style="list-style-type: none"> <li>- 5.1 Solving technical problems</li> <li>- 5.2 Identifying needs and responses</li> <li>- 5.3 Creatively using digital technologies</li> </ul> As it is based on active adults' involvement via tasks, quiz and games.
Other Information	Each course also has an open digital badge that can be earned by anyone who successfully completes the course. You can share this badge on social networks

## #2 Lithuania - Nonformal Education

### Overview

Type	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	Seniors days online
Place/Country	Lithuania
Date	From 2018
Contributors	
References	<a href="https://www.prisijungusi.lt/apie-projekta/">https://www.prisijungusi.lt/apie-projekta/</a>

### Description

Abstract	Since 2018, a national campaign "Senior Days on the Internet" are organized in Lithuania, where Internet seminars, experts in various fields and well-known Lithuanian personalities share knowledge and experience about the benefits of the Internet and technology in various fields. After the broadcasts, participants were able to put their knowledge into practice through various tasks.
Aim Objectives	The aim of this initiative is to interest and encourage Lithuanian seniors to use modern smart technologies, e. services, critically evaluate information, improve their digital skills.
Needs	It is a national project
Framework Competences	DigComp 2.1 Digital Skills Level - Basic Skills
Methodology	Live webcasting - theory. The recording is open to the public. A quiz take place during the broadcast. 3 winners are awarded prizes. Additional material for self-study with independent tasks. For example: the program for adults to learn how to use social networks safely consists of the following topics. Introduction Tools provided by social networks Users of social networks Overview of social networks Posting on social networks Safety in social networks The selection of topics is relevant to seniors: E-health, E-leisure, E-services, E-garden. The game "True or False" was also used, asking the audience to discuss and decide whether the statements made were true or false. It is an ongoing activity that helps to absorb and adjust the information about different IT based on problems.
Outcomes Results	Seniors Improved basic digital skills
Conclusions	In the Problem-Solving area all learning material have impact on learners: <ul style="list-style-type: none"> <li>- 5.1 Solving technical problems</li> <li>- 5.2 Identifying needs and responses</li> <li>- 5.3 Creatively using digital technologies</li> </ul> As it is based on active adults' involvement via tasks, quiz and games.
Other Information	- Without certificates

## #3 Italy - Policy & Formal Education

### Overview

Type	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	Guidelines for the transition to the new system to support the organisational and didactic autonomy of the Provincial Centres for Adult Education
Place/Country	Italy
Date	March 2015
Contributors	Ministry of Education, University and Research
References	<a href="https://www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2015-06-08&amp;atto.codiceRedazionale=15A04226&amp;elenco30giorni=false">https://www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2015-06-08&amp;atto.codiceRedazionale=15A04226&amp;elenco30giorni=false</a>

### Description

Abstract	The guidelines contain indications in support of the autonomy of CPIAs, where first-level education and Italian language learning and literacy courses are provided, and of secondary school institutions in which second-level education courses are incardinated, with particular reference to the organisational and teaching set-up and flexibility tools (reception and guidance, recognition of credits and personalisation of the course, distance learning)
Aim Objectives	To support the transition to the new system for the organisational and teaching autonomy of the Centres, with particular reference: a) to the application of the new didactic set-up of the first and second level courses with the adaptation of the curricula; b) the criteria and modalities for the definition of the of flexibility of the Provincial Centres for Adult Education
Needs	Moving to a new system of formal adult education. Before the 2012 reorganization, primary and secondary education for adults was carried out at Permanent Territorial Centers (CTPs) and secondary education was provided by evening courses activated at secondary schools level. The reorganization was aimed at giving organicity and unity to the adult education system and overcoming some critical issues including the rigidity of the system and organization of the courses, which had facilities that were too similar to those of morning courses; the lack of administrative, educational and organizational autonomy of the facilities; the absence of an integrated distance learning system; and the lack of an organic system of credits and certifications.
Framework Competences	Adult education is promoted by the CPIAs (Provincial Centres for Adult Education) established by Presidential Decree 263 of 29 October 2012. They constitute a type of autonomous educational institution with its own staff and a specific teaching and organisational set-up. CPIAs are divided into 'territorial service networks' structured on three levels: Level A: Administrative Unit; Level B: Teaching Unit; Level C: Training Unit. From an administrative point of view, the CPIA is divided into a central location and first-level delivery points (associated locations) where first-level, literacy and Italian language learning pathways are implemented. These first-level delivery points are identified by the Regions. The CPIA, from an organisational-didactic point of view, refers to the second-level school institutions that deliver second-level adult education courses. These second-level delivery points are 'hinged' in the secondary school institutions of the second level (operating sites) identified by the regions. The CPIA can extend the training offer by entering into agreements with local authorities and other public and private entities, in

	particular to training facilities accredited by the Regions. These are initiatives to enhance citizenship skills and thus the employability of the population.
Methodology	N/A
Outcomes Results	A new educational system for adults in Italy.
Conclusions	<p>The key elements for the reorganization were:</p> <ul style="list-style-type: none"> <li>● the raising of the educational levels of weak users, with priority given to pathways aimed at the attainment of qualifications, including the fulfillment of compulsory education, and to the knowledge of the Italian language by foreigners;</li> <li>● the strengthening of the identity of the educational offer, its sustainability through shorter than ordinary paths and bringing people closer together, through networks;</li> <li>● the creation of an organic system for the enhancement of skills and learning already possessed by people.</li> </ul>
Other Information	None

## #4 Italy - Formal Education

### Overview

Type	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input checked="" type="checkbox"/> Survey Other: Dossier with some of the most significant CPIA experiences
Title	CPIAs, schools of citizenship and well-being for adults and foreigners (2012-2022)
Place/Country	Italy
Date	2022
Contributors	Emilio Porcaro, President of the Ridap Network; Alfonso Rubinacci, Coordinatore Del Comitato Scientifico Di Tuttoscuola
References	<a href="http://www.cpia1.roma.it/wp-content/uploads/2022/05/DossierCPIA-REV.pdf">http://www.cpia1.roma.it/wp-content/uploads/2022/05/DossierCPIA-REV.pdf</a>

### Description

Abstract	<p>On the tenth anniversary of the enactment of the Regulation reorganizing the Adult Education system and the establishment of the RIDAP network (CPIAs network founded in 2012), some of the most significant experiences carried out by CPIAs have been collected in a Dossier.</p> <p>CPIAs in Italy are 130. Nr of students: 2017-18: 178.000; 2018-19: 176.000; 2019-20: 154.000</p>
Aim Objectives	Raising awareness of what has being done in Italian adult schools
Needs	<p>It becomes more and more important to bring the CPIAs to the centre, out of the margins. For this, the necessary infrastructure is needed, for which Italy has just allocated specific funds within the National Recovery and Resilience Plan.</p> <p>Moreover, it becomes necessary to enhance the school in prison, on one hand through teacher training, and on the other through the provision of tools and technologies to ensure adequate learning environments even in restricted contexts. It is necessary to rethink the ways and places of inclusion, enhancing the uniqueness of each one in respect of the right to equality, which does not mean being all the same, but represents the equal right to be different. In this perspective, CPIAs are a place in which different cultures become a shared one.</p> <p>Another important element concerns foreigners who have come to Italy, especially at a time when we expect further migrations. The 'conquest of language' is fundamental, as it is the tool through which we can express ourselves. Without the knowledge of the words, others will speak in our place. Without the mastery of the language, we risk being marginalised at the gates of the country we arrive. Thus, it is a <i>conditio sine qua</i> of an integrated life that level of education that allow everyone to take an active part in social, political and economic life.</p> <p>It becomes essential to ensure that adults can develop new skills, and undertake retraining to enhance those citizenship, digital, language and economic/financial skills, all of which are fundamental for moving with awareness.</p>
Framework Competences	<p>The provincial adult education centres (CPIA) are a founding element of the Italian education system. Education that lasts a lifetime, lifelong learning, cannot and must not be defined as an accessory, but must be the necessary complement to the ability to live and work. Schooling does not end at the age of eighteen, but continues throughout our lives. The last two years (2020-2022) have taught us the importance of technology, its power and its fundamental role in community building. Addressing adults directly, CPIAs will be called upon to play the role of a central pivot in digital competence development in the coming years.</p>

	<p>On a daily basis, CPIAs demonstrate that they are guardians of democracy, ensuring that people have the skills they need to participate in civic life also through the ability to acquire new knowledge.</p>
Methodology	<p>Survey conducted between December 2021 and January 2022 and 58 CPIAs involved: Abruzzo 2, Basilicata 1, Calabria 1, Campania 4, Emilia Romagna 6, Friuli Venezia Giulia 4, Lazio 2, Liguria 1, Lombardy 6, Marche 3, Molise 1, Piedmont 6, Puglia 3, Sardinia 5, Sicily 4, Tuscany 5, Umbria 2, Veneto 2.</p>
Outcomes Results	<ol style="list-style-type: none"> <li>84% of the CPIAs have a director (in the AY 2018-2019 the directors were less than 40%) while the DSGAs cover the 60% of the CPIAs (as a consequence of the entrance into the role from the last contest)</li> <li>The prevalence of secondary school teachers (61%) compared to primary school teachers (31%). In contrast, the situation of support teachers is critical – 0,4% - due both to bureaucratic difficulties and to the timing of assigning of the staff that do not coincide with the timing of enrollment in the CPIAs. With reference to the COVID resources, it is evident the gap with the total staff (2%). Concerning the ATAs (Technical-Administrative Assistants), it is appropriate to highlight the small number of technical assistants - 2% - professional figures who should be enhanced, strengthened and made structural in the CPIA staff. With regard to ATAs, 58% is assigned to the head office, 36% is assigned to the administrative office while 6% has a mixed assignment, i.e. some days of the week at the head office and other days at the administrative office.</li> </ol> <p>Only 75% of the CPIAs that participated to the survey state that they have at least one dedicated location/office (attention: not all of them, but at least one!).</p> <p>21% of the buildings belong to the Metropolitan City/Province, 55% to the Municipality, 33% to other public and private entities.</p> <p>Only 21% of the CPIAs receive from the local authority the funds provided for by Law 23/1998.</p> <p>27% of the courses are delivered in locations equipped with a mechanographic code, while 39% in other service delivery points, or unofficial offices, without a mechanographic code that the CPIA uses on the basis of agreements and conventions with public and private actors.</p> <p>By comparing the school time of level A1 and level A2 courses, it can be seen that in level A2 a 6 hours per week (32%) and 8 hours per week school time (8%) is preferred, while in level A1 32% have a weekly course duration of at least 8 hours. The great heterogeneity of school times is evident due to the absence of a single reference model but also due to the territorial context of reference.</p> <p>44% of the training offer focuses on AALI courses (thus most of the students are foreigners). 48% of the participants are enrolled in AALI courses, 21% in the first teaching period courses, 12% in the Competence Guarantee courses. Only 7% in the pre-A1 courses and 5% in the second teaching period courses.</p> <p>In prison, on the other hand, school time is shorter compared to the external one: in the first teaching period courses 27% have school time of 12 hours per week (against 16% of external courses); then up to 15 hours (30%) and 16 hours (25%). Only 18% have a school time of up to 20 hours (against 27% of external courses).</p> <p>With respect to the type of pathways, even in prison AALI courses are confirmed as the most numerous (33%), followed by the first teaching period courses (29%) and by the Skills Guarantee courses (18%). The numbers for pre-A1 (4%) and B1 (2%) are of little significance.</p> <p>48% of students in prison are enrolled in AALI courses, 23% in first teaching period courses and 24% in Competence Guarantee courses).</p>
Conclusions	<p>Ten proposals to strengthen and relaunch the CPIAs:</p> <ol style="list-style-type: none"> <li>Adult education building: adequate economic resources and spaces for CPIAs designed accordingly to the needs and characteristics of the adult users</li> </ol>

2. Overcome the current organizational and didactic structure and make the CPIA evolve into territorial poles for adult education and for lifelong learning: rewrite the current Adult Education Regulations in order to create more innovative and flexible solutions, adapt the curricula of the ecological and digital transition and accompany the most fragile and weak part of the population, in order to let them acquire a complete understanding of the actual economic and social changes
3. Strengthen the literacy and the Italian language learning paths for foreigners
4. Strengthen the school in prison
5. Strengthen the role of the CPIA in the permanent learning system (Territorial networks for lifelong learning and National system of certification of skills)
6. Launch a national plan for personal training of adult educators (managers, teachers and ATA staff who work in CPIAs and high schools with courses for adults (former night school))
7. Establish new criteria for the recruitment of personnel in CPIAs and high schools with courses for adults (former night school), so that it is adequate to the increase in the number of students and the complexity of training
8. Make the DID structural, in particular synchronous teaching, and aim at the digital innovation and distance learning
9. Adaptation of the SIDI and the Student Registry to the specific features of the CPIA
10. Establish a National Adult Education Day, with the aim of promoting and enhancing the role of the adult education and lifelong learning for social cohesion, economic development and the improvement of the individuals

## #5 Italy - Policy, Formal Education & Nonformal Education

### Overview

Type	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	National Qualifications Framework (NQF)
Place/Country	Italy
Date	January 2018
Contributors	Minister of Labour and Social Policies and Ministry of Education, University and Research
References	<a href="https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg">https://www.gazzettaufficiale.it/eli/id/2018/01/25/18A00411/sg</a>

### Description

Abstract	The NQF represents the national device connecting the Italian qualifications to the European Qualifications Framework, with the function of linking the Italian qualifications system with the systems of other European countries.
Aim Objectives	Support the transition to a more homogenous system of qualification recognition at European level and strengthen the national one, with particular reference: <ol style="list-style-type: none"> <li>1. to the creation of a link between the Italian qualifications system with the systems of other European countries</li> <li>2. to the coordination and strengthening of the various systems that contribute to the public offer of lifelong learning and services for identifying and validating and certifying skills.</li> </ol>
Needs	Creation of a homogenous system of recognition of skills and competences at national and European levels for the adult education and lifelong learning (including formal, non-formal and informal activities). Elimination of the problems derived by different and various skill recognition systems and support the mobility of the workers at European level.
Framework Competences	The first system of recognition was established by the Presidential Decree 263 of 29 October 2012. In implementation of the aforementioned law, it was emanated the Legislative Decree no. 13/2013 which defines the general rules on the national skills certification system. The legislative decree makes the new National Skills Certification System operational and aims to bring out the professional skills acquired not only at work but also in free time, in order to promote geographic and professional mobility, facilitate encounters between supply and demand in the labor market, increase the transparency of learning and the usability of certifications at national and European level. On the basis of the aforementioned decree, on 30 June 2015, an interministerial decree (Ministry of Labor and Ministry of Education) defined the National Framework of Regional Qualifications. It established: <ul style="list-style-type: none"> <li>• a mutual recognition mechanism between regional qualifications,</li> <li>• process, certification and standard system procedures for the identification / validation services of non-formal and informal learning and the certification of skills.</li> </ul>
Outcomes Results	A new National Qualifications Framework for adults' education in Italy.
Conclusions	The National Qualifications Framework (NQF) was established by interministerial decree (Ministry of Labor and Ministry of Education) of 8 January 2018 as a tool for the description and classification of the qualifications issued within the National Competence Certification System. The NQF represents the national device for referencing Italian qualifications to the European Qualifications Framework, with the function of linking the Italian qualifications system with the systems of other European countries. The NQF also has the objective of coordinating and strengthening the various systems that contribute to the public offer of lifelong learning and services for identifying and validating and certifying skills (obtained through formal, informal and non-formal activities).

Moreover, the NQF reinforces the Individual Training Agreement, a key element of the adult education (instrument that intends promoting national policies of lifelong learning enhancing starting from the reconstruction of individual history of the student and adapting that educational pathway to that). To the Training Agreement it is attached the Certificate of recognition of credits for the personalized course.

## #6 Republic of North Macedonia - Non-formal Education

### Overview

Type	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Non-formal Education <input type="checkbox"/> Survey Other:
Title	<i>Sustainability advisors</i> – VET Programme
Country	Republic of North Macedonia
Date	2018
Contributors	Eco Logic
References	<a href="https://ecologic.mk/wp-content/uploads/2021/04/Manual_MKD.pdf">https://ecologic.mk/wp-content/uploads/2021/04/Manual_MKD.pdf</a> (curriculum, in Macedonian) <a href="https://ecologic.mk/inclusive-labour-markets-for-sustainable-community-development/">https://ecologic.mk/inclusive-labour-markets-for-sustainable-community-development/</a> (EU project, in English) <a href="https://ecologic.mk/wp-content/uploads/2021/03/sustainability-advisors-discussing-the-potential-for-new-green-jobs_web.pdf">https://ecologic.mk/wp-content/uploads/2021/03/sustainability-advisors-discussing-the-potential-for-new-green-jobs_web.pdf</a> (analysis, in English) <a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2018-2-MK01-KA205-047210">https://erasmus-plus.ec.europa.eu/projects/search/details/2018-2-MK01-KA205-047210</a> (Erasmus+ project, in English)

### Description

Abstract	<p><i>Sustainability advisors</i> is a VET programme developed by Eco Logic, initially started as a part of the <i>Inclusive Labour Markets for Sustainable Community Development</i> EU project. The programme covers 12 modules that provide the trainee with competencies and skills needed to provide consulting and advisory services to business, households and individuals.</p>
Aims Objectives	<p>Develop a <i>Sustainability advisors</i> VET programme in Macedonia which matches the skills of unemployed people and marginalized individuals with labor market needs in line with EU's best practices, through an innovative educational programme relating to green jobs and sustainability, using attractive ICT-based techniques and methodologies.</p>
Needs for the labor market	<p>Green jobs are the future of societies, either as completely independent jobs dealing only with environmental issues, or as segments that are introduced in variety of professions. Nevertheless, in Macedonia green jobs are lacking on the market and obviously there is a high need for them. All of the units of local governments have a chapter in their strategic documents which clearly states the need for interventions in the field of environmental protection and green economy. And in relation to the availability of open job positions in the green sectors, the demand is high, in many various industries in a given community. The current demand in the green sector is several thousands workers (mainly in energy efficiency &amp; audit).</p>
Certifications	<p>The programme has been successfully verified by the Adult Education Center.</p>
Methodology	<p>This program covers theoretical and practical part within 245 hours from which 72 are for theory, 140 for realization of practical part (working on a case study) in public institution, small, medium or large enterprise or household, and 33 for evaluation including control tests, discussions and final presentation of the case study.</p> <p>The verified course is modular and consists of 12 modules (<i>Introduction to Sustainable development, Global economic trends, Strategies for Sustainable Development on micro</i></p>

	<p><i>and macro level, Ecology policies, Eco innovations for Sustainable Development, Indicators for monitoring and measurement of sustainable development, Resource efficient and cleaner production, Eco design, Methodologies for Sustainable Development, Tools for organization and realization of the Sustainable Development, Sustainability at home and Case study – sustainability analysis on a particular entity).</i></p>
<p>Outcomes Results</p>	<ul style="list-style-type: none"> <li>- Verified VET programme.</li> <li>- A manual for trainings and an educational game were produced.</li> <li>- 20 individuals were trained in the first group of trainees, and 6 months after the training at least 8 were employed on relevant positions.</li> <li>- A Key action 2 Erasmus+ project titled <i>Sustainability Advisors: Discussing the potential for new green jobs among young people in Europe</i> aimed at sharing information, experiences and best practices with partner-organizations from Austria and Poland interested in developing similar programmes in their countries, as well as improving Eco Logic’s <i>Sustainability advisors</i> programme in Macedonia.</li> </ul>
<p>Other information</p>	<ul style="list-style-type: none"> <li>- Due to the lack of a national framework for Green jobs and skills in the Republic of North Macedonia, the programme hasn’t been official certified as a Green job. Once the national framework is established, official certification will be completed.</li> </ul>

## #7 Greece - Policy & Formal Education

### Overview

Type	<input checked="" type="checkbox"/> Policy <input checked="" type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	<b>Greek National Academy of Digital Skills</b>
Place/Country	Greece
Date	2021
Contributors	
References	<a href="https://nationaldigitalacademy.gov.gr">https://nationaldigitalacademy.gov.gr</a> <a href="https://www.nationalcoalition.gov.gr/good-practice/ethniki-akadimia-psifiakon-ikanotiton/">https://www.nationalcoalition.gov.gr/good-practice/ethniki-akadimia-psifiakon-ikanotiton/</a>

### Description

Abstract	The National Academy of Digital Skills is an initiative of the Ministry of Digital Governance with the aim of developing and compiling educational content on an online platform. It is available from May 2021 with free and open access for all those who want to improve, enhance and develop their digital skills. For the first time, citizens are given the opportunity to choose and attend free open training programs in information and communication technologies, in order to acquire basic and advanced digital skills. It also accelerates the digital literacy of citizens by alleviating educational, economic and social inequalities.
Aim Objectives	By improving their level of digital skills, citizens can: <ul style="list-style-type: none"> <li>- to know how to use the digital services of the Greek state,</li> <li>- to utilize ICT in all aspects of their daily lives and</li> <li>- to enrich their existing knowledge in order to become more attractive in the labor market.</li> </ul>
Needs for the Labor Market	The National Academy of Digital Skills gives the opportunity to choose and attend a significant number of targeted courses, which focus on the skills based on the participants professional profiles. The program includes courses for: <ul style="list-style-type: none"> <li>- teachers</li> <li>- entrepreneurs and business executives</li> <li>- communication Networks and Cyber Security Courses</li> <li>- state-of-the-art technology courses</li> <li>- software design and development courses</li> <li>- farmers and Agricultural Enterprises</li> <li>- smart cities</li> </ul>
Guidance Opportunities	The National Academy of Digital Skills is in full alignment with the strategic planning of the Ministry of Digital Governance for digital literacy by enhancing training and improving citizens' digital skills by responding to the needs of the ever-changing digital environment. The operation of the National Academy of Digital Capacities as a central reference point for the field of digital competencies is described in the Digital Transformation Book 2020-2025, the national strategy for the digital transformation of the country for the next five years. More specifically, it is described as one of the goals of the Strategic Intervention Axis: "Digital Capacities & Skills" with the following objectives: <ul style="list-style-type: none"> <li>- to gather at an entry point education and training programs in order to acquire digital skills from the entire population, at basic, intermediate and advanced level.</li> <li>- to provide educational programs both online (through modern and asynchronous education) and live.</li> </ul>

	<ul style="list-style-type: none"> <li>- to provide trainees with a unified homogenizing mechanism for the certification of digital skills education and training programs at national level.</li> <li>- to ensure the utilization of the Mechanism of self-diagnosis of needs by the citizens in order to determine the individual level of digital skill and the definition of a personalized learning path.</li> <li>- continuously utilize European best practices and widely used educational models and standards.</li> <li>- to be a platform for cooperation, ie a central hub for cooperation between public and private digital education providers.</li> </ul> <p>Information and visual material were retrieved from the website of the National Academy of Digital Skills.</p>
<p>Training methods, Curriculum relations</p>	<p>The National Academy of Digital Skills aspires to play an active role in the field of digital literacy, constantly enriching its educational content to citizens. It has more than 290 basic and advanced level courses that correspond to over 1,800 hours of training. The courses are divided into the following six thematic categories:</p> <ul style="list-style-type: none"> <li>- Communication and collaboration: Courses in the areas of communication applications, work from home, mobile devices and social networks are available in this category.</li> <li>- Internet: The content of the courses in this category falls, among others, in the areas of personal data protection and secure internet browsing.</li> <li>- Everyday tools: The educational content in this category is related to the fields of computer use and office applications.</li> <li>- Digital Entrepreneurship: The courses in this category are aimed at those who are interested in further enriching their knowledge on digital marketing and the modern business context.</li> <li>- Computer science: The visitor of this category can attend courses on databases, programming languages, cybersecurity, ICT and education, communication networks etc.</li> <li>- Cutting-edge technologies: The educational content of this category is related to the fields of artificial intelligence, cloud computing, etc.</li> </ul> <p>Finally, the user's navigation on the platform is simple and friendly. The educational material is freely available to everyone, without complicated registration procedures and each user can choose the course that suits his interests and level of knowledge, attend it and complete it whenever he wishes.</p>
<p>Outcomes Results</p>	
<p>Certification</p>	<p>The courses are also offered by organizations with recognized academic and educational prestige, such as Greek academic institutions, well-known international companies, banking institutions, telecommunications providers and digital education organizations.</p>
<p>Other Information</p>	<p>A digital skills self-assessment tool based on the European Digital Framework, DigComp v2.1, which describes 21 digital skills organized into 5 categories. After the completion of the test and depending on its results, the user receives personalized information about the available courses of the Academy that he can attend in order to improve the level of his digital knowledge. Especially for specialized users or ICT professionals there is a possibility to choose and attend a significant number of courses. Ensures the access of vulnerable groups to digital knowledge, achieving social cohesion and a smooth transition to the Digital Age.</p>

## #8 Greece - Survey

### Overview

Type	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input checked="" type="checkbox"/> Survey Other:
Title	<b>Key findings The Survey of Adult Skills - OECD</b>
Place/Country	Greece
Date	2016
Contributors	
References	<a href="https://www.oecd.org/skills/piaac/Skills-Matter-Greece.pdf">https://www.oecd.org/skills/piaac/Skills-Matter-Greece.pdf</a>

### Description

Abstract	<p>The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), provides a picture of adults' proficiency in three key information-processing skills:</p> <ul style="list-style-type: none"> <li>- literacy – the ability to understand and respond appropriately to written texts</li> <li>- numeracy – the ability to use numerical and mathematical concepts</li> <li>- problem solving in technology-rich environments – the capacity to access, interpret and analyse information found, transformed and communicated in digital environments.</li> </ul> <p>Proficiency is described on a scale of 500 points divided into levels. Each level summarises what a person with a particular score can do. Six proficiency levels are defined for literacy and numeracy (Levels 1 through 5 plus below Level 1) and four are defined for problem solving in technology-rich environments (Levels 1 through 3 plus below Level 1).</p> <p>The survey also provides a wide range of information about respondents' use of skills at work and in everyday life, their education, their linguistic and social backgrounds, their participation in adult education and training programmes and in the labour market, and other aspects of their well-being. The Survey of Adult Skills was conducted in Greece from 1 April 2014 to 31 March 2015. Some 4 925 adults aged 16-65 were surveyed.</p>
Aim Objectives	<p>The Survey of Adult Skills (PIAAC) assesses the proficiency of adults from age 16 in literacy, numeracy and problem solving in technology-rich environments. These skills are “key information-processing competencies” that are relevant to adults in many social contexts and work situations, and necessary for fully integrating and participating in the labour market, education and training, and social and civic life.</p> <p>In addition, the survey collects a range of information on the reading- and numeracy-related activities of respondents, the use of information and communication technologies at work and in everyday life, and on a range of generic skills, such as collaborating with others and organising one's time, that are required of individuals in their work. Respondents are also asked whether their skills and qualifications match their work requirements and whether they have autonomy over key aspects of their work.</p>
Needs for the Labor Market	<p>Only about one in 20 adults in Greece attain the highest levels of proficiency (Level 4 or 5) in literacy, compared to around one in 10 adults (10.6%) on average across the OECD countries that participated in the survey. The share of adults who score at these levels varies by age, from 6.2% of 16-24 year-olds (5.0 percentage points below the average) to 4.4% among 55-65 year-olds (4.8% for the OECD average). At Level 4, adults can integrate, interpret and synthesise information from complex or lengthy texts that contain conditional and/or competing information (for more details on what adults can do at each proficiency level, see the table at the end of this note.) Around one in four adults (26.0%) attains Level 3 in literacy, below the OECD average of 35.4%. Adults performing at this level can understand and respond appropriately to dense or lengthy texts, and can identify, interpret</p>

or evaluate one or more pieces of information and make appropriate inferences using knowledge text structures and rhetorical devices.

Some 5.6% of adults in Greece attain Level 4 or 5 in numeracy, below the OECD average of 11.2%. Around 4.6% of 16-24 year-olds score at this level, half the proportion (10.1%) observed on average across OECD countries, and 4.1% of 55-65 year-olds attain this level, compared to the OECD average of 6.4%. At Level 4, adults understand a broad range of mathematical information that may be complex, abstract or found in unfamiliar contexts. Around one in four adults in Greece (25.1%) attains Level 3 in numeracy, below the OECD average of 31.8%. At this level, adults have a good sense of number and space; can recognise and work with mathematical relationships, patterns and proportions expressed in verbal or numerical form; and can interpret and perform basic analyses of data and statistics in texts, tables and graphs.

Only 2.5% of adults in Greece attain Level 3, the highest proficiency level, in problem solving in technology-rich environments. This is the fourth lowest percentage observed among all participating countries/economies and significantly lower than the OECD average of 5.4%. Some 3.0% of 16-24 year-olds attain this level – less than half the OECD average of 8%. Adults at Level 3 can complete tasks involving multiple computer applications, a large number of steps, and the discovery and use of ad hoc commands in a novel environment. Around one in ten adults (11.5%) attains proficiency Level 2 in problem solving, compared with the average of one in four adults (25.7%). At Level 2, adults can complete problems that involve a small number of computer applications, and require completing several steps and operations to reach a solution.

**A larger-than-average proportion of adults in Greece has poor literacy and numeracy skills.**

More than one in four adults (26.5%) in Greece are proficient at or below Level 1 in literacy (compared to the OECD average of 18.9%) and almost 28.5% score at or below Level 1 in numeracy (6 percentage points higher than the OECD average of 22.7%). Low proficiency is particularly prevalent among 55-65 year-olds: about one in three adults in this age group score at or below Level 1 in both literacy and numeracy, the same proportion as across participating OECD countries. Some 23.3% of 16-24 year-olds are low performers in literacy (the OECD average is 13.8%) and 26.9% are low performances in numeracy (the OECD average is 19.3%) At Level 1 in literacy, adults can read brief texts on familiar topics and locate a single piece of specific information identical in form to information in the question or directive. In numeracy, adults at Level 1 can perform basic mathematical processes in common, concrete contexts, for example, one-step or simple processes involving counting, sorting, basic arithmetic operations and understanding simple percentages.

Some 17.4% of adults in Greece reported no prior experience with computers (compared to the OECD average of 10.0%) and 2.8% failed the ICT core test (compared to the OECD average of 4.7%). A large proportion of adults opted out of the computer-based assessment (11.2%, compared to an average of 9.6%). Some 47.9% of adults scored at or below Level 1 in problem solving in technology- rich environments, higher the OECD average of 42.9%. At Level 1, adults can use only widely available and familiar technology applications, such as e-mail software or a web browser, to solve problems involving few steps, simple reasoning and little or no navigation across applications. Older adults were much more likely than average to report no prior computer experience or to fail the ICT test (46.9%, compared to the OECD average of 31.8%), and were more likely to opt out of the computer assessment (24.5% compared to the average of 17.6%).

Training methods, Curriculum relations

- The Survey of Adults Skills was conducted over two rounds of data collection.
- In the first round, around 166 000 adults aged 16-65 years in 24 countries were surveyed – Australia, Austria, Belgium, Canada, Cyprus, \* the Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Japan, Korea, the Netherlands, Norway, Poland, the Russian Federation, \*\* the Slovak Republic, Spain, Sweden, the United Kingdom and the United States. In all but three countries, data collection covered the entire national population. In Belgium, data were collected in Flanders; in the United Kingdom, data

were collected in England and Northern Ireland (data are reported separately for England and Northern Ireland in the report). In the Russian Federation, the data do not cover the Moscow municipal area.

- Data collection for Round 1 of the Survey of Adult Skills took place from 1 August 2011 to 31 March 2012 in most participating countries. In Canada, data were collected from November 2011 to June 2012; and France collected data from September to November 2012.
- Nine countries took part in the second round of the assessment: Chile, Greece, Indonesia, Israel, Lithuania, New Zealand, Singapore, Slovenia and Turkey. A total of 50 250 adults were surveyed. In all countries except Indonesia the entire national population was covered. In Indonesia, data were collected in the Jakarta municipal area only.
- Data collection for Round 2 of the Survey of Adult Skills took place from April 2014 to end- March 2015. The duration of fieldwork varied from around 100 to 330 days, depending on the country.
- The language of assessment was the official language(s) of each participating country/economy. In some countries, the assessment was also conducted in widely spoken minority or regional languages.
- The target population for the survey was the non-institutionalised population of 16-65 year- olds residing in the country or region at the time of the data collection, irrespective of nationality, citizenship or language status. The achieved national samples ranged from a minimum of approximately 4 000 persons to a maximum of nearly 27 300 persons.
- The survey was conducted under the supervision of trained interviewers usually in the respondent's home. The time taken to complete the questionnaire ranged between 30 and 45 minutes.
- After having answered the background questionnaire, the respondent completed the assessment either on a laptop computer or by completing a paper version using printed test booklets, depending on the respondent's computer skills. Respondents could take as much or as little time as needed to complete the assessment. On average, respondents took 50 minutes to complete the cognitive assessment.
- Identical instruments were used in Rounds 1 and 2 of the survey. The one exception was in Jakarta (Indonesia) where, since only paper-based instruments were used, additional test items were added to the paper-based instruments used in the other countries.

#### Outcomes Results

- The share of adults in Greece who score at the highest levels of proficiency in literacy and numeracy is considerably smaller than the OECD average, while the proportion of adults with poor skills in literacy and numeracy is much larger than average.
- In contrast to what is observed in other countries, 25-34 year-olds in Greece perform as well in literacy as 55-65 year-olds.
- Greece is one of the few countries where women outperform men in literacy.
- Tertiary-educated adults in Greece have relatively low proficiency in literacy, numeracy and problem solving in technology-rich environments.
- The relationship between information-processing skills and levels of social trust, voluntary activities and subjective health is considerably weaker in Greece than in other participating countries/economies.
- Workers in Greece use their numeracy and problem-solving skills at work as frequently as the average across OECD countries; but their proficiency in these skills is not as highly rewarded, with higher wages, as in other OECD countries.

## #9 France - Formal Education

### Overview

Type	<input type="checkbox"/> Policy <input checked="" type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	<b>Individualising training access schemes: France – the Compte Personnel de Formation (Personal Training Account – CPF)</b>
Place/Country	France
Date	2020
Contributors	
References	<a href="https://www.oecd-ilibrary.org/docserver/301041f1-en.pdf">https://www.oecd-ilibrary.org/docserver/301041f1-en.pdf</a>

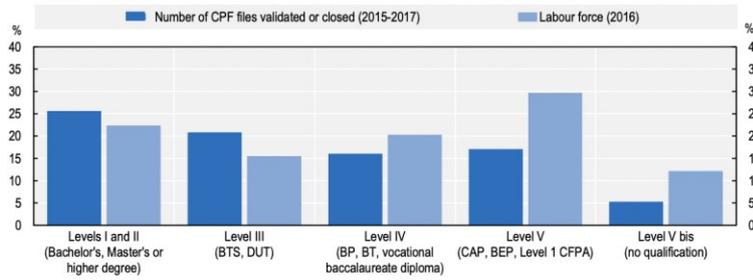
### Description

Abstract	The establishment of the Compte Personnel de Formation (Personal Training Account – CPF) is a major milestone in the French continuing training system: it introduces an individualised scheme for financing training that is open to all economically active persons, and is fully transferable throughout the individual’s working life, from the time they enter the labor market until they retire. The CPF is currently the only example at international level of an individual learning account where individuals build up training entitlements over time.
Aim Objectives	The aims of the CPF are: <ul style="list-style-type: none"> <li>▪ to reduce recorded inequalities in access to training to the detriment of those who are least qualified and in most precarious employment;</li> <li>▪ to encourage personal autonomy in the take-up and choice of training; and</li> <li>▪ to improve skills (and training provision). Thus the CPF funds only certificated courses for individuals who are likely to have to change their job – or employment status – several times during their working lives.</li> </ul>
Needs for the Labor Market	Scant attention is generally paid to <b>self-employed workers’</b> access to training. Non-employees’ access to training is known to be less than that of employees (33% underwent training in 2016 compared to 51% of employees; source: Insee 2018, <i>op. cit.</i> ). Farmers (training access rate of 30% in 2016) stand out in a diverse group comprising craftspeople, traders, entrepreneurs, of whom one-quarter underwent training in 2016. Information on access to training by self-employed workers is patchy, as stated in the Court of Auditors report as early as 2013. Among its recommendations, the Court noted the need to clarify the role of stakeholders in vocational training and to develop funding for training and support measures in their regard. Although since 2011 the self-employed have been required to pay a training contribution amounting to 0.2% of their annual turnover into a self-employed training fund (amounting to an estimated total contribution of EUR 10 billion in 2012), they have virtually zero access to training according to the IGF and the IGAS (Évaluation du régime de l’auto-entrepreneur, 2013).
Guidance Opportunities	Under the Law of 5 March 2014, the CPF was designed to be a <b>personal, universal</b> account recording time in <b>hours</b> and automatically paid into (and topped up) by businesses (for employees) or a third party (Region, State, etc.), to fund courses delivering <b>“eligible” certificates</b> of the account holder’s choice.

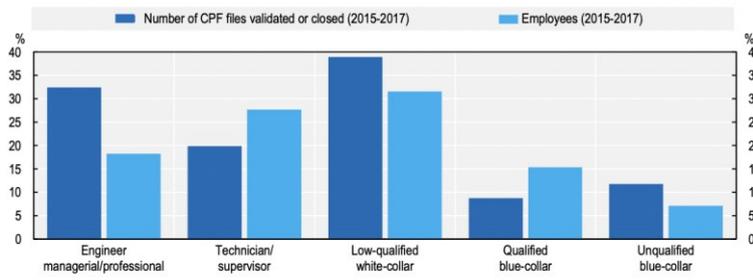
<p>Outcomes Results</p>	<p>The initial results on mobilisation of the CPF, published in January 2018, showed that the same disparities in access to training as are traditionally identified in France exist with the CPF, as confirmed by the most recent data (Balmat &amp; Corazza, 2020). These results are also partly corroborated by the qualitative evaluation of the scheme that was carried out in the first half of 2018 (Pluricité-Itinéré, 2018).</p> <p>Among those who mobilised their CPFs, men (both jobseekers and employees) are over-represented. Among employees (men and women), people with higher educational attainment use their CPFs more than others, and those with a low level of education use them relatively little (Figure 3.3). Just over a quarter of the employees who mobilised their CPFs had a level of qualification greater than or equal to the <i>licence</i> (Bachelor's degree) or the <i>maîtrise universitaire</i> (Master's degree). This bias in take-up is also to be found in the socio-professional categories, where, among other things, engineers and employees in managerial/professional occupations are significantly over-represented (they account for nearly 31% of beneficiaries of the CPF, while representing only 17.8% of people in employment in 2016). The data provided by certain OPCAs to the IGAS also revealed marked inequalities in access to training under the CPF, with, for instance, blue-collar workers making up 37% of the 1.5 million employees covered by a particular OPCA, but only 16% of employees covered by that OPCA using their CPF (IGAS, 2017). These inequalities in access are normal for training, but from the small amount of information available it appears that they are even more marked in the case of the CPF. In 2016, the participation rate in CPF training for employees in managerial and senior professional occupations was 3.4 times higher than that of blue-collar workers and twice that of low-qualified white-collar workers, whereas in 2012 these ratios were 1.7 and 1.6, respectively, for vocational training of employed people.</p> <p>As regards jobseekers, the information on initial education level is too patchy to be used (53% of jobseekers' CPF files validated or closed during the period 2015-2018 do not include this information).</p> <p>Approximately three-quarters of employees' CPF files validated or closed were for relatively short periods of training (less than 100 hours) over the period 2015-2017, compared with one-third of jobseekers' files over the period 2015-2016 (Figure 3.5, Panel B).<sup>60</sup> According to the qualitative evaluation carried out on employee CPF files for four OPCAs, the average length was 103 hours in 2017, with a wide variation (from 75 hours to 208 hours) depending on the financing strategies of these bodies. In keeping with this, the teaching costs covered also vary, between EUR 2 052 and EUR 3 620 per CPF training programme.</p>
<p>Certification</p>	<p>The CPF was designed to fund transferable training that was recognised on the labour market and so promote career mobility and/or (re)integration into employment. As evidence, the training (or part of it, a "skills package") was required in most cases to involve certification. The certification was recognition by the authorities (and the social partners) that the training was eligible for CPF funding. In other words, the only training likely to be funded by the CPF was training that involved "certification".</p> <p>Between 2015 and 2018, the social partners sought to restrict the scope of accessible certification, and this led to three lists of eligible certificated courses at different levels:</p> <ul style="list-style-type: none"> <li>- National: the cross-sector list drawn up by the <i>Comité Paritaire Interprofessionnel National pour l'Emploi et la Formation</i> (National Cross-Sector Joint Committee for Employment and Training – COPANEF)<sup>23</sup> contained 12 736 certificated courses at 1 January 2016;</li> <li>- Regional: the <i>Comités Paritaires Interprofessionnels Régionaux pour l'Emploi et la Formation</i> (Regional Cross-Sector Joint Committees for Employment and Training – COPAREFs) drew up 46 regional lists;</li> <li>- Sectors (138 lists drawn up by the social partners at sector level, all of whom were involved in CPNEs).</li> </ul>

## Other Information

A. Initial education level of employees accessing training via the CPF compared with the total labour force



B. Socio-professional category of employees accessing training via the CPF compared with all employees



*Note:* 15% of employees' files lack information on the level of education; there are no available data on the breakdown of employees by initial level of qualification.

*Source:* DARES (database of data from the SI-CPF) and 2016 employment survey.

# #10 Norway - Policy & Non-formal Education

## Overview

Type	<input checked="" type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Non-formal Education <input type="checkbox"/> Survey Other:
Title	<i>SkillsPlus</i> programme
Country	Norway
Date	2006 ( <i>Basic Competences in Working Life</i> programme – BKA established) 2015 ( <i>Basic Competences in Volunteering</i> programme – BKF established) 2016 ( <i>SkillsPlus</i> established by merging BKA and BKF)
Contributors	Norwegian Agency for Lifelong Learning (Skills Norway) Norwegian Ministry of Education and Research
References	<a href="https://eacea.ec.europa.eu/national-policies/eurydice/norway/main-types-provision_en">https://eacea.ec.europa.eu/national-policies/eurydice/norway/main-types-provision_en</a> <a href="https://www.kompetansenorge.no/English/Basic-skills/skillsplus/#Database_3">https://www.kompetansenorge.no/English/Basic-skills/skillsplus/#Database_3</a>

## Description

Abstract	<p><i>SkillsPlus</i> is a Norwegian programme which provides a wide range of trainings for adults in the workplace. It encompasses the trainings provided by the <i>Basic Competences in Working Life</i> programme, established by the Norwegian government in 2006, and the <i>Basic Competences in Volunteering</i> programme, established in 2015.</p> <p>The programme focuses on reading, writing, numeracy, digital, and oral skills, while also promoting social inclusion and well-being, through mainly on-the-job trainings. Any enterprise in Norway, private or public, or organization in the voluntary sector can apply for funding from the <i>SkillsPlus</i> programme.</p>
Aims Objectives	<p>The aims of the <i>SkillsPlus</i> programme are:</p> <ul style="list-style-type: none"> <li>- To allow adults to acquire the basic skills they need to keep up with the demands and changes in modern working life and civil society.</li> <li>- To make it economically more attractive and administratively simpler for employers to educate employees in basic skills.</li> <li>- To contribute to social inclusion, increased self-esteem and increased motivation for further learning among participants.</li> </ul>
Needs of the labor market	<p>The programme is based on the realization that training and education in the workplace often gives the best results for persons with little formal education, and as far as it is possible, the trainings offered are job-related and take place on-site in the workplace.</p>
Framework competences	<p>The Competence Goals establish national standards for reading and writing, mathematics, digital competence and oral communication, and are examples of local curricula in basic skills for adults. They are based on the curricula in the Knowledge Promotion Reform and the Framework for Basic Skills prepared by the Norwegian Directorate of Education and Training.</p> <p>The Competence Goals are a revised version of the Competence Goals in Basic Skills for Adults. They can be used as an aid in adapting learning content to adults, irrespective of the setting in which this learning takes place. The example of a local curriculum in reading and</p>

writing as a basic skill has been developed with a view to training of adults. In addition, it may be suitable for some students at the lower and upper secondary levels.

The Competence Goals gives examples of how the skills can be used in adults' everyday life, working life and in educational activities. The examples are not exhaustive and in a training situation they should be adapted and supplemented with other examples and illustrations that are relevant to the participants.

The competence goals are divided into three levels which describe the advancing abilities and the intended learning outcomes for each of the basic skill. For digital skills specifically, they involve being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content.

- Having digital skills at level 1–2 means being able to relate digital information when required and use digital tools, and being familiar with simple precautions when using the Internet.
- Having digital skills at level 3 means being able to relate actively to digital information and use this information in new settings and situations. Digital tools and services are known and being used.
- Having digital skills at level 4 means being a reflective user of complex digital tools and services. Production of personal ICT-based information is adapted to the situation and based on prior experience.

**Outcomes  
Results**

- Funding and participation have increased every year since the programme was established in 2006, with over 30 000 participants having received trainings.

# #11 Turkey - Survey

## Overview

Type	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input type="checkbox"/> Nonformal Education <input checked="" type="checkbox"/> Survey Other:
Title	Adult Education as a Stepping-Stone to Better Jobs: An Analysis of the Adult Education Survey in Turkey
Place/Country	Turkey
Date	2018
Contributors	
References	<a href="https://journals.sagepub.com/doi/pdf/10.1177/0741713618783890">https://journals.sagepub.com/doi/pdf/10.1177/0741713618783890</a> (SAGE Journals)

## Description

Abstract	AE is defined as the nonformal education for individuals aged older than 25 years. The outcome of AE is measured by changing jobs for employed and finding a job for the unemployed. Concentrating on employed people, the survey analyzes both the determinants and the outcome of participation in AE for the purpose of changing jobs; and second, concentrating on unemployed people, it analyzes both the determinants and the outcome of participation in AE for the purpose of getting employed.
Aim Objectives	Investigation whether Adult Education (AE) can be used as a tool in facilitating transitions to/in the labor market. Through its in-depth statistical analysis, this article contributes to the literature in at least two dimensions: <ul style="list-style-type: none"><li>- There is a paucity of work on the relationship between adult education and labor market outcomes in Turkey; therefore, the article serves to fill this gap in the literature.</li><li>- Existing studies on adult education using micro data were conducted mostly on developed countries.</li></ul> This article presents a developing country case as a contribution to the international literature.
Methodology	The Adult Education Survey (AES), which is a cross-sectional data source, covers adults' participation in education and training (formal, nonformal, and informal learning) and is one of the main data sources for the European Union lifelong learning statistics that has been implemented in 2007 and 2012. The survey consolidates various education and training types under three broad Headings: formal - nonformal education and informal learning.
Outcomes Results	<ul style="list-style-type: none"><li>- Among 1,640 working individuals who attended adult education programs for the purpose of changing work, 30% were successful in this endeavor and reported that they were able to change their work.</li><li>- Turning our attention to not working individuals in the sample of attending individuals, we observe that 45% attended to find work and the rest for other reasons.</li><li>- Among 984 not working individuals who attended adult education programs for the purpose of finding work, 27% were successful in this endeavor and reported that they were able to find a job.</li></ul>
Conclusions	<ul style="list-style-type: none"><li>- Once young males who are already working participate in AE for changing work, independent of their education or how AE is financed, they can be successful in doing so.</li><li>- AE programs offered by the government can serve as a tool in increasing income of the less educated and the unemployed by facilitating their transition to the labor market.</li></ul>

# #12 USA - Nonformal Education

## Overview

Type	<input type="checkbox"/> Policy <input type="checkbox"/> Formal Education <input checked="" type="checkbox"/> Nonformal Education <input type="checkbox"/> Survey Other:
Title	Teaching Adults: What Every Trainer Needs to Know About Adult Learning Styles
Place/Country	Utah. USA
Date	
Contributors	Helen W. Post, Executive Director, Utah Parent Center
References	Family Advocacy and Support Training (FAST) Project, a project of PACER Center

## Description

Abstract	<p>Teaching to adults isn't like teaching to children. Traditionally, children are viewed as empty vessels into which teachers can pour knowledge. Parents and teachers try to control the information that goes into the classroom to determine the quality of learning that comes out. Trainers cannot control adults this way.</p> <p>Children have little real world experience upon which to base their learning. Adults have a great deal of accumulated experience that can enrich their education. Adults can compare and contrast new knowledge against past learning.</p> <p>What we learn in childhood forms the foundation of what we learn as adults. Our life experiences can add to that, thus creating a reservoir of information.</p>
Aim Objectives	Developing insight into how adults learn helps to become trainers more successful.
Needs	Understanding and Using Learning Styles (visual learners, auditory learners, kinesthetic learners)
Methodology	Andragogy. The concept of andragogy implies self-directedness and an active student role, as well as solution-centered activities.
Outcomes Results	<ol style="list-style-type: none"> <li>1. The key to teaching adults is understanding how they learn. Focus your attention on the group's special characteristics. Don't ignore adults' needs, insights and skills when planning an educational experience.</li> <li>2. Practice, variety, and reinforcement are important elements in a successful adult training program.</li> </ol>
Conclusions	<ol style="list-style-type: none"> <li>1. Adults learn effectively when they want: <ul style="list-style-type: none"> <li>● To develop a new skill</li> <li>● To acquire new information</li> <li>● To fulfill inner desires</li> <li>● To improve professional competence</li> </ul> </li> <li>2. Adults need a practical approach to learning.</li> <li>3. Adults are problem and task oriented.</li> <li>4. Adults retain knowledge longest when they practice what they learn.</li> <li>5. Adults learn best when they are treated like adults. Mutual respect, trust, comfort, collaboration, and freedom to participate should characterize their learning environment.</li> </ol>
Other Information	<p><a href="http://www.chaminade.org/inspire/learnstl.htm">http://www.chaminade.org/inspire/learnstl.htm</a></p> <p><a href="http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm">http://homeworktips.about.com/od/homeworkhelp/a/learningstyle.htm</a></p> <p><a href="http://school.familyeducation.com/intelligence/teaching-methods/38519.html">http://school.familyeducation.com/intelligence/teaching-methods/38519.html</a></p> <p><a href="http://studyskills.suite101.com/article.cfm/learning_styles">http://studyskills.suite101.com/article.cfm/learning_styles</a></p>