



Co-funded by
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A BRIDGE BETWEEN DIGITAL MIGRANTS AND DIGITAL NATIVES

2021-1-ES01-KA220-ADU-000027053

Project Result 1

Theoretical and Methodological Framework for Contemporary Digital Skills for Adults



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Introduction

With the purpose of guiding adult trainers in support of digital migrants becoming competent at two most basic levels in EU standards (DigComp), this Theoretical and Methodological Competence Framework is intended to provide an outline of the current needs and challenges of adult trainers in the teaching of adults above age 55 in terms of digital skills.

This document addresses specifically adult trainers, institutions, authorities, and representatives of adult training supporting elders in acquiring contemporary skills.

The analysis was conducted at the country level, which means that it reflects the current situation of adult trainers in the teaching digital skills to adults over 55 in the project consortium countries such as Spain, Austria, Greece, Türkiye, France and Ireland.

The analysis took into consideration the categories described in the following table:

Context	State of policies, issues and needs in the field digital literacy and an overview of situations at European level.
Professional profiles	Adult education teachers and trainers (and other professionals) using The Digital Competence Framework 2.0 approach to support elders (above 55) in acquiring digital skills.
	Professional profiles required with any qualification or educational degree.
Education or training programmes	Training specifically aimed at supporting elders (above 55) in acquiring digital skills.
Training needs	The needs of adult trainers in teaching adults over the age of 55 in terms of digital skills.
	National studies or publications analysing the training needs or skill gaps of these professional profiles.
Relevant initiatives	Institutions, organizations, programs or experiences at national level relevant for the purposes of this framework.
Skills	An inventory of expected skills of adult trainers to transmit knowledge about the first two competence areas of the Digital Competence Framework 2.0 (DigComp) which are fundamental on the use of digital tools.

As a conclusion of the analysis, a competence framework was defined for adult learning providers in teaching adults over 55 in terms of digital skills.

The Theoretical and Methodological Framework for Contemporary Digital Skills for Adults also served to develop the second result of the MIND THE GAP project which is the Training Curriculum for Digital Migrants and is available on the project website at this link: <https://mindthegap-project.eu/>

Spain

Context

In Spain there is an urgent need to improve the digital literacy of people 55+. According to the Spanish General Union of Workers, there is a serious digital and computer exclusion and a lack of protection suffered by people over 55 years of age, which affects health and banking exclusion. Due to such limitations, 9.4 million Spaniards over 55 years of age cannot access online banking, and 11 million do not know how to make an appointment with a doctor online or install an app on their mobile that allows them to download the Covid certificate or interact with your bank. According to data provided by this union, in 2021, 30% of people over 55 have never used the internet and up to 70% do not know how to install an app on their mobile. In addition, almost half of those over 55 years of age do not have any computer skills and less than 18% have basic digital skills.

The Government of Spain drafted a **National Plan of Digital Competences** (Plan Nacional De Competencias Digitales) and **Digital Spain 2025** (España Digital 2025) as main references for the digital transformation of the Country.

The second one includes nearly 50 measures grouped into ten strategic axes with which, over the next five years, the aim is to promote the country's digital transformation process, in line with the European Union's digital strategy, through public collaboration -private and with the participation of all economic and social agents in the country.

References:

National Plan of Digital Competences

https://portal.mineco.gob.es/RecursosArticulo/mineco/ministerio/ficheros/210127_plan_nacional_de_competencias_digitaes.pdf

Digital Spain 2025

https://portal.mineco.gob.es/ca-es/ministerio/estrategias/Pagines/00_Espana_Digital_2025.aspx

https://www.lamoncloa.gob.es/presidente/actividades/Documents/2020/230720-Espa%C3%B1aDigital_2025.pdf

Confilegal article about social exclusion

<https://confilegal.com/20220125-reclaman-que-los-fondos-europeos-se-destinen-a-alfabetizar-digitalmente-a-las-personas-mayores-para-evitar-su-exclusion-social/>

Professional profiles

In Spain, there are educators supporting elderly in acquiring digital skills. The Digital Competences Framework 2.0 it is not officially mentioned as the main approach used. Nowadays there are various programmes dedicated to improving the digital literacy of elderly following mainly generic approaches.

Education or training programs

These professional profiles are required to have skills and competences related to the digital environment, as well as certain experience on adult education.

Degree in Pedagogy plus specific training on the subject are requested

Depending on the educational environment contexts, there are also specific trainings to become teacher or professor of adult education as Teacher Training Master (Máster de Formación del Profesorado)

(source: <https://www.avanzaentucarrera.com/orientacion/profesiones/profesorado/profesor-de-educacion-de-adultos-una-buena-alternativa/>)

In Spain there are several initiatives aimed at supporting elders 55+ in acquiring digital skills. These initiatives are both online (as online courses) and face-to-face. These programs are organized at national, regional and local level by public and private entities.

Training needs

The two main identified training needs are related to the **Digital Competence Framework 2.0** and teaching **Adult Education**. Trainers already have digital competencies, but they need to focus on the more recent European requirements and to develop programmes tackling the DigComp Conceptual reference model with a specific approach following the European indications.

Regarding Adult Education, from the psychological and pedagogical point of view, those that clearly distinguish adult education from that which occurs in the school environment are guaranteed motivation, since adults usually participate voluntarily; experience as source and contrast of their learning; the need for learning as a solution to problems in their daily, family, social and work life; part time dedication, due to their different occupations; autonomy in decision-making and the ability to assume them. Along with this, in adult education we frequently find ourselves with the need to: improve self-esteem, overcome fears, apply learning to daily life and have the opportunity to demonstrate and express what has been learned. For this reason, in this type of education, participation and dialogue are especially relevant, both to facilitate learning and to improve self-esteem and increase and maintain motivation.

(source: <https://www.redalyc.org/journal/349/34962232005/html/>)

On the other hand, there are various studies and publications related also to the needs of the digital migrants and or/ elders 55+ regarding digital competencies. Most of them are related to daily life operations as health services, public administration services, online banking, safe online navigation etc.

Relevant initiatives

The Government of Spain in collaboration with other entities organizes courses on digital competencies addressed to elderly. For example, “Digital Competencies”: and online course created in collaboration with Canal Senior <https://canalsenior.es/bienvenida-al-curso-ccaucd20210511-00>

- La Caixa Foundation organizes presential courses about digital tools and useful resources starting from the basics (Introduction to computing) to more advanced levels as doing paperwork online.

<https://fundacionlacaixa.org/es/personas-mayores-formacion-talleres-presenciales-competencias-digitales>

- Capacitatic55+ is a program supported by the Castilla-La Mancha region and the European Union which organises a calendar of courses on digital education at various levels (from the basics to deal with public administration services and online banking)

<https://www.capacitatic55.com/index.php>

Skills

Expected skills of adult trainers to transmit knowledge about the first two competence areas of the Digital Competence Framework 2.0 (DigComp) which are fundamental on the use of digital tools.

Trainer has to master knowledge about competence area 1. Information and data literacy as:

- To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies
- To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the 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

Trainer has to master knowledge about competence area 2. Communication and collaboration

- To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
- To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.
- To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.
- To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge.
- To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.
- To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

Trainer has to master the following competencies domains in Adult Education:

1. to monitor and manage student learning and performance through data
2. to plan and deliver high-quality, evidence-based instruction
3. to effectively communicate to motivate and engage learners
4. to pursue professionalism and continually builds knowledge and skills

(Detailed description of adult education competencies can be found here:

<https://lincs.ed.gov/publications/te/competencies.pdf>)

Austria

Context

State of policies, issues and needs in the field digital literacy and an overview of situations in Austria and at European level.

EU

- <https://op.europa.eu/o/opportal-service/download-handler?identifier=827fcd9c-1a8c-11ec-b4fe-01aa75ed71a1&format=pdf&language=en&productionSystem=cellar&part=> Adult education and training in Europe (EU publications 08/09/2021)
- [European Framework for Digitally Competent Educational Organisations - DigCompOrg](#) Promoting effective digital-age learning
- [Digital education: free self-reflection tools](#): SELFIE free digital tool for assessing where schools stand with digital education
- [Review 02/2021: EU actions to address low digital skills](#) The level of basic digital skills has been gradually increasing at EU level and in most Member States in recent years (2015-2019).
- [Ageing | UNECE](#) (2017) LISBON MINISTERIAL DECLARATION "A Sustainable Society for All Ages: Realizing the Potential of Living Longer"

Austria

- [Bildung im Alter](#) education in age: Website with strategies of the ministry for social affairs "BMSGPK"
- [Strategie zum lebensbegleitenden Lernen in Österreich](#) (2020) Strategy for lifelong learning in Austria
- [Factsheet: Freiwilligentätigkeit und Bildung im Alter inkl. Praxisleitfaden](#) Fact sheet: Volunteering and education in old age including practical guide
- [Altern, Lernen und Bildung 2030 Perspektiven und Bedarf](#) Aging, learning and education 2030 perspectives and needs. Chapter 3.4 Digital education and participation (p. 47- p. 53) including requirements
- [Altern und Zukunft - Bundesplan für Seniorinnen und Senioren](#) (2015) Aging and the future - federal plan for senior citizens based on the International Action Plan on Aging 2002 from Madrid and the UNECE Regional Implementation Strategy, the Federal Plan for Senior Citizens was developed on behalf of the Federal Senior Citizens Advisory Board on a scientific basis : "[...] There is a special need for education in old age in connection with the "Digital Divide", [...] Older people can neither deal adequately with the tools of the digital world, how this is e.g. B. shows on the Internet, nor do they have the appropriate equipment and technical support and sometimes they cannot afford a PC or Internet access. [...]". One of the four aims of the plan: - Creation of an educational infrastructure for a low-threshold, local participation of older women and men to educational opportunities, especially in the area of intergenerational projects and expansion of offers in the **ICT area**.

Erwachsenenbildung.at is a website of the Federal Ministry of Education, Science and Research (media owner). It is edited by the CONEDU Association for Educational Research and Media. Cooperation partner: Federal Institute for Adult Education. Funded by the BMBWF and ESF (European Social Fund).

Professional Profiles

In Austria, no specific professional profiles for adult educators specifically teaching digital competences to adults over 55 years of age were found.

Education and training programs

The following Website give some information about how to get an adult educator: Kompetenznachweis : Bildungsinfo :: erwachsenenbildung.at Proof of competency and BIC.at - Erwachsenenbildner*in is an online portal for career planning. Some other Websites for adult education

- Zertifizierung: Zertifizierte/r Trainer/in in der Erwachsenenbildung: Certified trainer in adult education (WIFI WKO)
- Erwachsenenbildung: Einrichtungen Und Institute In Österreich | Generation55plus.net: a list of all facilities and institutes in the field of adult education in Austria
- CONEDU - learning to shape change: Association for educational research and media and a consulting and service company for training and further education development.
- Fortbildungs- und Unterstützungsangebote für Lehrpersonen digital learning - further training and support offers for teachers
- Digitale Erwachsenenbildung
- EBmooc plus 2020: Die digitale Praxis für ErwachsenenbildnerInnen Open online course for adult educators
- ABI St. Pölten Training institute for adult education

Training needs

Needs of adult trainers in teaching adults over the age of 55 in terms of digital skills:

- **Social and communication skills:** patience, nonviolent communication, ...
- **Emotional skills:** empathy,
- **Intercultural skills**
- **Didactics and pedagogy:** KISS (keep it short and simple), gamification, Videos and other tools, learning by doing,..
- **Digital skills (depending on the level - Beginner or Intermediate):** using Smartphones/Tablet/Computer, what is Internet, behavior on the Internet, using search engines

(Google,...), E-Mail, Data Security and setting Password, Data Backup, Platforms of communication (SMS, Skype, WhatsApp and other Social Media), Useful Apps for daily life, MS Office and free tools,...

National studies or publications analysing the training needs or skill gaps of these professional profiles:

- [Digitalisierung und Erwachsenenbildung. Reflexionen zu Innovation und Kritik](#) Digitization and adult education - reflections on innovation and criticism 2020 Strategy of lifelong learning in Austria
- [Altern, Lernen und Bildung 2030 Perspektiven und Bedarf](#) Aging, learning and education 2030 perspectives and needs. Chapter 3.4 Digital education and participation (p. 51-p. 53) including requirements:
Financing of the training and continuing education of the trainers by the public hand • High-quality training and further education offers for trainers (online and presence format) • Curriculum development for the training and further education of trainers in the Area of digital seniors • Further development of teaching materials • Establishment of further training as a quality criterion
- https://www.researchgate.net/publication/351742776_Perceived_benefits_from_non-formal_digital_training_sessions_in_later_life_views_of_older_adult_learners_peer_tutors_and_teachers/fulltext/60a7309392851ca9dcd380d0/Perceived-benefits-from-non-formal-digital-training-sessions-in-later-life-views-of-older-adult-learners-peer-tutors-and-teachers.pdf?origin=publication_detail Perceived benefits from non-formal digital training sessions in later life: views of older adult learners, peer tutors, and teachers

Relevant initiatives

- [DigComp 2.2 AT](#) (2021) digital competence model for Austria
- [digi.kompP-Kompetenzmodell](#) instrument for self-assessment, continuous professional development of educators and categorization of further training courses in the field of digital competences at teacher training colleges.

Useful tools that help people in Austria get official channels for everyday life done online:

- [Handy-Signatur](#) it is a personal signature, which can uniquely identify the persons themselves on the internet. Mobile signature and citizen card fulfill the same functions. It is equal to a handwritten signature, so it is a digital ID on the internet. When registering, an official ID (identity card or passport) is required once. Mobile phone signature is free of charge and there is also a mobile phone signature App. The Signature enables people to:
 - Online processing ex officio
 - Electronic Delivery
 - Electronic submissions to courts and prosecutors
 - issuance of electronic invoices
 - Legally valid electronic signature in the private sector
- [oesterreich.gv.at – Startseite](#) an e-government application of the Austrian federal administration published in 2019. In addition to the Website there is also a smartphone-app called “Digitales Amt” (digital office). Depending on what is offered by the administrative units, citizens can then call up information on the internet (e.g. opening hours of offices, legal information, subsidies and the like). In

some cases, it is already possible to deal with official channels via the Internet. Some services:

- Information about Coronavirus (greenpass, vaccination offer, covid-19 testing, current measures, entry requirements,...)
 - Register your new main residence
 - Apply for voting card
 - Online Service around pregnancy and childbirth
 - Current referendums → can be signed with mobile signature
 - Form selections
 - Information about authorities
 - Criminal record certificate
 - e-Tresor (personal data safe)
- [FinanzOnline](#) for tax equalization and other applications concerning financial services (mobile signature required)
 - [JustizOnline](#): digital information and services offered by the Austrian judiciary: Forms, Land register enquiry (and extract), company register (and extract), procedural status info (mobile signature required)
 - [RIS](#) digital legal information system
 - [Meine SV](#): service portal for social insurance (mobile signature required):
 - Transmit data (apply for self-insurance, complete your health report after sick leave, order holiday sick leave online)
 - Get confirmations: (sick leave, prescription fees, approve treatments)
 - Refund money (submit doctor's bill, apply for reimbursement of medical expenses, refund prescription fees)
 - Information (about insurance periods, pension insurance and medical visits)

Skills

An inventory of expected skills of adult trainers to transmit knowledge about the first two competence areas of the Digital Competence Framework 2.0 (DigComp) which are fundamental on the use of digital tools:

- The Adult Trainers must be able to:
- Skill 1: categorize and articulate information needs as well as search for data, information and content in digital environments, to access them and navigate between them
- Skill 2: analyze, compare and critically evaluate the credibility and reliability of sources of data, information and digital content
- Skill 3: organize, store and retrieve data, information and content in digital environments
- Skill 4: process and share data, information and digital content through appropriate technologies
- Skill 5: appreciate specific behavioral norms, cultural and generational diversity while interacting online
- Skill 6: empower learners to manage risks and use digital technologies safely and responsibly that protects their personal data and privacy.
- Skill 7: collaborate and interact through the use of open data in a public context and protect their digital identity and online reputation

Additional resource - European countries in comparison:

[Review 02/2021: EU actions to address low digital skills](#)

Greece

Context

80% of the citizens aged 65-74 in our country, had never used a computer, according to data from 2018, while in other European countries the corresponding percentage was 40%. In addition, seven out of ten seniors had not used the internet at all, according to 2019 data, and in addition, seniors reported feelings of fear of using digital media due to lack of information, or fear of security issues regarding the use of digital media.

It is clear that lifelong digital learning is needed as e-Government services continue to grow. The digital services provided concern the daily life of the citizen, the military service, the business activity, the education, the work and the insurance and the health and welfare.

It is also clear that people in the elderly should have a friendly environment in what they see and handle, as technology advances, applications become more modern, so emphasis should be placed on the use of mobile devices or tablets. It is crucial not to create the next digital divide, that is, to train someone to enter their computer and view the electronic health record, but not be able to do so from their mobile phone.

In recent years, the state has made many efforts to train the elderly in basic digital skills, with the key players being the Youth and Lifelong Learning Foundation, the Employment Agency and the local Municipalities. There is a wide range of free training programs available (both in-house and distance) in basic digital skills and some of them are mandatory for beneficiaries to participate in various employment programs.

Professional profiles

In Greece, in order for an adult educator to participate in the official education programs of the state, he must be a certified adult educator through the procedure defined by the EOPPEP (National Organization for the Certifications of Qualifications & Vocational Guidance). In recent years, an effort has been made by EOPPEP to use the Digital Competence Framework 2.0, according to research by the Foundation for Youth and Lifelong Learning.

Education or training programs

In Greece, in order for an adult educator to participate in the official education programs of the state, he must be a certified adult educator through the procedure defined by the EOPPEP (National Organization for the Certifications of Qualifications & Vocational Guidance). To enter the certification process, one must have a basic degree in Computer Science and either have more than 150 hours of experience in adult education or have attended a training program in adult education from a public body. Then, the certification process consists of practical and theoretical examination and if a candidate trainer successfully completes the process, he / she can participate in the training programs for 10 years. After 10 years, a smaller re-certification process must be repeated.

While there are many training programs aimed at the elderly and specifically for digital skills, there is no training program that prepares trainers specifically for the elderly.

Training needs

The needs of adult educators who teach digital skills to citizens over 55, to a large extent are covered due to the mandatory certification of EOPPEP. Of course, because the seminar in adult education is not attended by everyone, but only those who do not have educational experience, there are shortcomings regarding adult education, the way adults learn, their particularities, etc.

So, the educational needs of the trainers are basically related to basic adult education techniques, group management, etc. More specifically, there is a need to:

- Delve into the basic - and especially modern - theories of adult education.
- Understand the applicability of the principles and methods of adult education, team coordination, planning, organization and evaluation of adult education programs.
- Plan, organize, and evaluate adult education programs using adult education principles and methods.

In addition to the specificity of adult education, educators seem to have a need to deepen their knowledge in all digital services provided by the state, which in fact are growing exponentially in recent years.

There are surveys and publications on this subject from both EOPPEP and CEDEFOP.

Relevant initiatives

In Greece, there are many institutions, organizations and training providers that provide trainings regarding digital skills for all adults (not specifically for over 55-year-olds).

Indicatively some such organizations:

- Youth and Lifelong Learning Foundation (<https://www.inedivim.gr/en>)
- LABOR EMPLOYMENT ORGANIZATION (<https://www.oea.gr/>)
- Open University (<https://www.eap.gr/>)
- Ministry of Education (<https://www.minedu.gov.gr/>)
- All the universities through their specialized lifelong learning centers
- All the municipalities through their specialized lifelong learning centers
- Center for Informatics of New Technologies KEPLINET (specifically provides training based in DigComp 2.0)

Skills

Below are the expected skills of adult educators:

- analyze in depth, to select and to be able to impart in a comprehensible way the relevant material the knowledge and skills that result from the objectives of the thematic unit that is shared together with the trainees
- have a comprehensive and documented picture of the educational needs of adult learners

- use training tools and techniques flexibly adapted to targets and expected outcomes
- strengthen the active role of the group learning actions
- give autonomy to the learners utilizing their experience autonomy / personalization of learning
- solve unforeseen problems
- utilize any message or information that may lead him / her to improve his / her teaching performance in the future

Türkiye

Context

In Türkiye, according to digitalization statistics, people who are over 55 mostly aren't able to respond to the requirements of this digital era. For example, searching for data or sharing, communicating through digital tools, engaging in e-government activities, etc.

It is understood from the statistics that people between 55-64 share the lowest among all age groups of daily use of the internet (<https://cutt.ly/YFoJp4J>). Also, the same results can be seen in the statistics of visiting online news websites, uploading a self-created content, searching online for jobs, and taking part in any form of online activity. In this sense, digital migrants in Türkiye need to learn how to use some basic digital tools and act on online platforms such as identifying and analyzing digital information, communicating in virtual networks, using digital technology, and e-citizenship applications.

In order to provide a solution to these needs, some public organizations have developed action plans, online training programs, and projects. Even though those aren't addressed directly to the people who are over 55, they can benefit from the materials. You can find the names of some institutions and their trainings:

- In Türkiye, the main responsible institution for adult education and training is The Directorate of General Lifelong Learning which works under the Ministry of National Education. It offers not only Digital Competencies courses for adults, but also various courses about some specific knowledge, skills, and abilities.
- The Presidency of the Turkish Republic – Digital Transformation Office: They implement some projects to upskill the disadvantaged people on internet use.
- The Ministry of Industry and Technology – They organize Digital Transformation and Technology Summits annually. Besides, they prepared and implemented some action plans such as e-government action plans, e-transformation action plans, etc.
- Some governmental organizations such as TUBITAK and SIBERAY offer digital training.

Universities' Master's Degree Programs and Digital Transformation Centres contribute to the needs of this area.

Professional profiles

Adult education in Türkiye is primarily carried out by the General Directorate of Lifelong Learning under the Ministry of National Education. In addition, local governments and various non-governmental organizations support adult education through various projects. The trainings organized by the General Directorate of Lifelong Learning have a standard curriculum and features that are sought for those who will provide these trainings.

The trainings offered by the General Directorate of Lifelong Education are generally open to the participation of individuals over the age of 18. In this aspect, there are no special training programs aimed at improving the digital skills of individuals who are especially over the age of 55. Therefore, there are no specially trained instructors to improve the digital skills of adults over the age of 55, and no framework is provided for how these instructors are supposed to be trained.

Education or training programs

In order to implement the educational programs prepared by the General Directorate of Lifelong Learning, which organizes most of the adult education in our country, it is necessary that educators reach a certain level of competence and have a certain educational experience. There are also requirements for educators who will provide trainings regarding the development of adults' digital skills. People who have received a bachelor's degree in the field of Information Technologies or those who have received education in the fields related to Information Technologies of universities with pedagogical formation education certificate, can provide adult education.

The General Directorate of Lifelong Learning has designed various educational programs to improve the digital skills of adults. In these programs, there are subjects like digital literacy, internet usage, basic computer usage and safe internet usage. In this respect, these trainings aim at acquiring skills such as information and data literacy, communication and cooperation, security, which are specified in DigComp 2.0.

Through the training programs prepared by The General Directorate of Lifelong Learning, which has the opportunity to provide education in Public Education Centers all over Türkiye, do not have a customized training especially for adults above 55 years old in order to promote their digital skills. These trainings are for all adults over the age of 18 and there is a general training plan for the development of digital skills. These trainings do not include basic skills such as getting hospital appointments, performing banking transactions, making official applications, and using social media, which individuals over the age of 55 need in the digital world.

This training need for digital immigrants was noticed by Türkiye's largest local municipality, Istanbul Metropolitan Municipality, and so, educational videos and articles were prepared to improve the skills of digital immigrants under the "Digital for All Ages" project. These trainings, which can be accessed from the website (<https://heryastadijital.ibb.istanbul/>), have a result-oriented structure for the development of adults' digital skills.

Training needs

Dissertations and articles have been published on the efficiency of adult education and the needs of educators in Türkiye. In the studies conducted in this field, the structure of the education offered to adults, the needs of educators and the main problems encountered in adult education were discussed. In addition, the research was conducted on adults who participated in training for the development of digital skills and the skills needed by the adults were identified.

Based on these studies, various detections were made about the difficulties encountered in adult education, the expectations of adults for digital skills and the needs of educators in this field.

First of all, trainers who provide education for adults, especially in Public Education Centers, received pedagogical formation training certificate and their teaching skills were improved in this area. However,

andragogy is an important concept in adult education and the concept of andragogy includes different processes from the concept of pedagogy

The subject to be taught in adult education should contain tangible skills related to life. These trainings should enable adults to build relationships with other information and provide useful skills that will maintain the motivation to learn. In addition, it is necessary to clearly explain the function of the content taught, to emphasize a cause-effect relationship that is far from memorization, and to develop a method for its implementation.

For this reason, people who will teach adults need more than the programs that they currently follow. This also applies to educational programs that enable adults to develop their digital skills.

The current trainings include basic skills such as internet usage, content development and computer usage. However, the digital skills that digital immigrants need the most are concrete roadmaps to meet their personal needs.

For example, skills such as completing official transactions and searching for information in the e-government, communicating with relatives via social media, using information access platforms, and performing financial transactions safely are tangible achievements that adults need. For this reason, educators who will teach adults need to have both information about adult education and the content and materials to be used in this education.

Relevant initiatives

In Türkiye, there are many relevant institutions or organizations that provide training programs or some opportunities to facilitate the digital skills of society. Even though they are not specifically for digital migrants, all people can benefit from those materials and programs. Here you can find the names of those institutions/organizations below:

- The Presidency of the Turkish Republic – Digital Transformation Office (<https://cbddo.gov.tr/en/>)
- SIBERAY (Cyber Crime Association) (<https://en.siberay.com/>)
- Directorate of Lifelong Learning (<https://hbogm.meb.gov.tr/>)
- Ministry of National Education (<http://www.meb.gov.tr/en/>)
- TUBITAK (Türkiye Scientific and Technology Research Institution) (<https://www.tubitak.gov.tr/en>)
- BILGEM (Information and Information Security Technologies Research Center) (<https://bilgem.tubitak.gov.tr/>)
- Türkiye Informatics Association (<http://tbv.org.tr/en/>)
- Ministry of Industry and Technology (<https://www.sanayi.gov.tr/anasayfa>)
- Turkish Standardization Institute (<https://en.tse.org.tr/>)
- MEXT Digital Transformation and Competencies Centre (<https://www.mext.org.tr/>)
- Bogazici University-Technology Office (<https://tto.boun.edu.tr/en>)
- Istanbul Metropolitan Municipality (<https://heryastadijital.ibb.istanbul/>)
- TURKCELL Gelecegi Yazanlar (<https://gelecegiyazanlar.turkcell.com.tr/dijitalokuryazarlik>)

Furthermore, Istanbul Metropolitan Municipality offers some online trainings, especially for digital migrants who are over 60 in order to facilitate their use of digital communication and e-government activities. Those trainings are open to use and easily accessible on their website (<https://heryastadijital.ibb.istanbul/>). Also TURKCELL which is a national GSM operator; provides an online certificate program for the use of people

from disadvantaged communities to support their use of digital tools effectively (<https://gelecegiyazanlar.turkcell.com.tr/dijitalokuryazarlik>).

Also, The Directorate of General Lifelong Learning provides a certificate program which is called Digital Competencies Certificate Program, young people between the age of 18-30 can acquire the digital skills that are specified in DigComp 2.0.

Skills

In this project, the main objective is to equip digital migrants with digital skills, and in order to train those elderly people, adult trainers must have some specific skills to promote the learning environment. All teachers undoubtedly have effective communication skills, patience, creativity, confidence, dedication, organization, and leadership. However, when we speak of teaching digital skills to an adult, trainers must have some additional skills and qualifications. They must:

- Know technology very well.
- Be adept at digital communication.
- Have a good EIQ.
- Have change management skills and flexibility.
- Know digital security.
- Have willingness and enthusiasm.
- Have interpersonal and problem-solving skills.
- Have the ability to stimulate the learning environment, engaging and encouraging learners.
- Provide proactive feedback.
- Be available.
- Be skilled to conduct adaptive teaching methods.

Those skills above have been defined after an extensive literature survey to meet the needs of adults who need to be supported in digital environments. Teaching adult learners is clearly different from teaching the students. It is obvious that adult learners are mostly self-directed and autonomous, but digitalization is an unknown area for the digital migrants, so they might be reluctant, or they might avoid it. For this reason, adult trainers should understand their fears and hesitations, they must manage some engagement problems and encourage them by giving feedback and providing a positive and inclusive learning environment.

France

Context

According to a study made in 2018 by the association Petits Frères des Pauvres¹, 25% of people over 60 never use the Internet, testifying to a digital divide increasing the isolation of the elderly. In French, the neologism “illelectronism” (a contraction of the notions of illiteracy and electronics) is used in order to talk about this phenomenon. However, seniors do not reject new technologies. According to Crédoc² (a French Centre for the Study and Observation of Living Conditions) 10.5 million French Internet users are over 50. The initiated ones devote a lot of time to it, to the point of sometimes not being able to do without it. Among the over 70s in 2014, nearly one person in two was equipped with a computer, a cell phone and an Internet connection. But the over 70s who are not connected suffer from a difficulty in appropriating the use of digital technology, an observation reflecting the importance of support. Yet in 2017, 8 out of 10 seniors believe that it improves daily life and 4 out of 10 are equipped with a smartphone, computer and touch tablet. Of course, they use them more than 5 years ago and also think that their use will only increase in the future.

More and more acts of daily life, especially in social and administrative matters, are carried out via the Internet today. There is a real emergency to reduce the gap with the digital migrants also because of that. From the tax return to the services of the Primary Health Insurance Fund, including obtaining a car registration document, an identity document, etc. The administrative counters are closing one after the other and the elderly, in particular, must manage alone in front of their screen to carry out their procedures, when they have a computer and an Internet connection...

Also, the Internet, via its social networks in particular, represents for the majority of its users a way to be always in contact with their family, their friends, their relatives or not. The seniors excluded from the digital world find themselves socially isolated since a large part of them do not have access to these new communication techniques that are vectors of links, or do not see the usefulness of them due to a lack of knowledge.

Associations and local authorities are responsible for a large part of the digital inclusion offers in the territories. The diversity of associations, in particular, makes it possible to offer a variety of approaches and to adapt to everyone's desires.

To identify partners and resources, several mechanisms exist, which can be used:

Many local authorities are driving territorial digital inclusion networks, which are doing mapping work to facilitate the identification of complementary partners and actors.

10 Connected Hubs driven by the State are being structured in some regions of France, to support digital mediation actors (educational resources, training, animation).

Some networks have been structured at the regional or national level, which facilitates the internal dissemination of tools and good practices, and externally their mobilization through dialogue.

¹ Les Petits Frères des Pauvres is a French charitable organization, recognized as a public utility. Its goal is to accompany people suffering from isolation, material poverty, multiple precariousness and intervene in priority with people over 50 years old : <https://www.petitsfreresdespauvres.fr/>

² Source : <https://www.credoc.fr/download/pdf/Sou/Sou2021-4787.pdf>

However, the digital support offer - whether in terms of access, assistance or training - is unevenly distributed across the territory (in particular, to ensure a richness of offer by territory).

Most of the actors carrying out the projects referenced in the benchmark are associations and communities. However, depending on where the seniors live, actors who are further away from the "classic" support sector can be mobilized to increase the density of the support offer in the territory - a trend that has been observed in rural areas (agricultural high schools, EHPAD for non-residents).

Professional profiles

The France Relance Plan is to diploid 4,000 Digital Advisors throughout the country. They hold meetings and organize workshops in town halls, France Services centres, retirement homes and Ehpads (nursing homes), social action centres or local associations.

The Digital Advisors must have a PIX certification. The PIX certification is a French public service launched as part of the State start-up scheme proposed by the Interministerial Digital Direction (Dinum) allowing its users to assess, develop and certify their digital skills. It is recognized by the State and the professional world. It is registered in the France Compétences inventory.

It comprises 16 skills and is included in the European reference framework DigComp, which comprises 21 skills, and the Digital Skills Reference Framework.

Education or training programs

The France Services Digital Advisors are selected primarily on the basis of his/her motivation. Young people entering the job market, former civic services, mediators, inclusion professionals or professionals or employees in retraining can all apply to be a Digital Advisor.

The Digital Advisors, in addition to the PIX certification, must also have the French certification of professional skills (CCP1): "Accompanying different publics towards autonomy in the use of digital technologies, services and media" composing the first of the three blocks of skills of the professional title "Manager of digital mediation space". The CCP1 includes four professional skills:

- develop programs of mediation actions facilitating the appropriation of knowledge and digital uses
- design and produce educational and documentary resources for different media
- receive different audiences, inform them and propose digital mediation actions
- prepare and lead individual and collective mediation actions in different digital environments.

Training needs

The adult trainers in teaching adults to digital competences welcome the public, analyse their situation, evaluate their needs and difficulties in order to offer them, in different digital environments, adapted training and support actions. He/she uses his/her pedagogical skills in the preparation of learning materials and contents and in the animation of sessions (individual or collective) and events serving to raise awareness or train the public.

It is necessary to identify and try to accommodate any accessibility issues that may affect the activity and the learning process.

For example, for learners with visual impairments, encourage the use of glasses (where appropriate), and explore special learning tools, such as special learning tools, such as large print materials or helping them to enlarge the characters on the screen.

It is very important to create and maintain a positive environment and to treat older adults as capable learners. If learning is slowed by difficulties, it is important to state that technology is something that is easily absorbed by the generation born with it, as has always been the case (e.g., with radio or television).

The identification of cultural or social factors that may affect the teaching and the learning process can be crucial. In order to maintain an inclusive and interactive learning environment, find something in common with the learners or talk about other than the learning activity can be very helpful.

Starting sessions with an energizing game or icebreaker activity can provide the right atmosphere to be very provide the right atmosphere to be very productive.

It may be necessary to slow down the pace of instruction and adapt your teaching to the to the learners' absorption rates. Listen to your learners. For example,

For example, offer a break during the session if learners seem tired, stressed, late or confused, stressed, late or confused.

It will be helpful and easier to break each topic into smaller chunks, with specific objectives for each session and repeating objectives for each session and repeating sessions as necessary. Don't be afraid to repeat an instruction or activity to ensure clarity and understanding.

Asking the learner about the activity before trying it can be an interesting way to move to move forward in the teaching session. In addition, providing opportunities for opportunities to repeat demonstrations, certainly helps.

Relevant initiatives

- The Pix certification allows everyone - employees, job seekers, students, citizens... - to measure and value their digital skills:

<https://pix.fr/>

- The CCP1 “Accompanying different publics towards autonomy in the use of digital technologies, services and media” :

<https://www.francecompetences.fr/recherche/rncp/34137/>

- The workshops made by the association Silver Geek :

<https://silver-geek.org/nos-actions/les-ateliers/>

- Places as the Espaces Publics Numériques (Digital Public Spaces), where people, and especially seniors, can find equipment and sometimes a little help to connect, have been created all over the territory. :

<http://observatoire-reussite-educative.fr/thematiques/numerique-et-medias/Ressources-formation-contributions-analyse/rapports-colloques-1/etude-eqn-et-politique-de-la-ville>

- Acquiring autonomy and freedom with regard to digital technology: a priority development axis in the field actions carried out by OLD'UP:

<https://www.oldup.fr/atelier/actions-de-terrain/783>

- Générations Mouvement offers digital training for seniors in partnership with local authorities and the MSA. Based on the concept of "Adapting to adopt", it also works, in the context of the Silver Economy, on the development of services and equipment that make digital technology and connected health "accessible" for the elderly : <https://www.generations-mouvement.org/la-correze-accelere-sa-transformation-numerique/>

- The Caisse d'assurance retraite et de la santé au travail (Carsat) and the departmental councils also support targeted programs :

<https://www.lassuranceretraite.fr/portail-info/sites/pub/hors-menu/actualites-nationales/institutionnel/2019/un-appel-a-projets-national-en-1.html>

- The ADMR network of personal services associations has also carried out actions with the French mail service, La Poste :

<https://www.editions-legislatives.fr/actualite/la-poste-et-l%E2%80%99admr-s%E2%80%99associent-pour-l%E2%80%99acces-au-numerique-des-seniors>

Skills

Expected skills of adult trainers to transmit knowledge about the first two competence areas of the Digital Competence Framework 2.0 (DigComp) which are fundamental on the use of digital tools.

- Information:

Research, collect, organize, analyze, and classify information:

❖ 1. Information processing

- Consult, search and filter information
 - I can search for information online using a search engine.
 - I can use different search engines to find information.
 - I can use complex search strategies (e.g., using search operators) to find reliable information on the Internet.
- I use filters when searching (e.g., search for images, videos, maps only).

❖ 1.2 Evaluate information

- I know that information available online is not always reliable
- I compare different sources to assess the reliability of the information I find.
- I can use web feeds (e.g. RSS) to keep up to date with content that interests me.
- I can evaluate the validity and credibility of information using a range of. I keep up to date with technological advances in research, storage and access to information.

❖ 1.3 Store and retrieve data

- I can save or store files or content (text, images music, videos, web pages, etc.) and find them once they are saved or stored.
- I organize information in a systematic way using files and folders in order to find them easily
- I organize information methodically using files and folders for easy retrieval
- I make backup copies of information or files I have saved.
- I can save information found on the Internet in a variety of formats. I can use the services of file hosting sites

● Communication

Using electronic communication channels, sharing information and content, collaborating using digital tools, simplifying interaction with other user groups, fostering cross-cultural sensitivity:

❖ 2.1 Interacting

- I can communicate with others by cell phone, voice over IP (Skype, etc.), email or online chat - using basic functions (voicemail, SMS, sending and receiving email, exchanging texts, etc.).
- I can use some of the complex functions of several communication tools (e.g., use voice over IP, share files, etc.).
- I actively use a wide range of communication tools (email, chat, SMS, instant messaging, blogs, micro-blogs, social networks) to communicate online.

❖ 2.2 Sharing and Publishing:

- I can share files or content using simple tools.
- I can use collaboration tools and intervene e.g. on shared documents or files created by someone else.
- I can create and manage content using collaborative tools (e.g., electronic calendars, web-based management systems). (e.g. electronic diaries, project management systems, online proofreading, online spreadsheets).

❖ 2.3 Digital citizenship:

- I know I can use digital technologies to interact with services (utilities, banks, hospitals, etc.).
- I can use some of the functions of online services (e.g. administrative, banking or online services).
- I actively participate in online spaces and use several services (e.g., administrative, banking, business online services). I can use advanced features of communication tools (video conferencing, data sharing, application data sharing, application sharing, etc.).

❖ 2.4 Collaborate (Pix 2.3):

- I know that there are social networking sites and collaboration tools online.
- I transmit or share knowledge online with others (e.g., using social networking tools).

❖ 2.5 Respecting netiquette:

- I know that when using digital tools, certain rules of communication must be respected (e.g., when posting a comment, a communication rules (e.g. when posting a comment or sharing personal information) or 2.6 sharing personal information)
- I am able to use some of the functions of online services (e.g., online administrative, banking, or business services).

❖ 2.6 Digital Identity:

- I am aware of online communication rules ("netiquette") and apply them.

Ireland

Context

The organisation **SOLAS** is the recipient of a **range of European and Irish government funds** to manage a range of **Further Education and Training programmes in Digital Literacy**, including programmes supporting apprenticeships, traineeships, Skills to Advance, eCollege and the European Globalisation Fund in Ireland.

In 2021 **Simon Harris, the Irish Minister for Further and Higher Education, Research, Innovation and Science**, launched the Irish government's **10-year adult literacy, numeracy and digital literacy strategy - Adult Literacy for Life**

www.adultliteracyforlife.ie

The Strategy makes a number of commitments including

- Increasing the number of learners engaging with literacy and language support by 20,000 by expanding the range of courses available over the first half of the strategy's lifetime;
- Reduce the number of adults in Ireland with unmet literacy needs, from 18% to 7%.
- Reduce the number of adults in Ireland with unmet numeracy needs from 25% to 12%;
- *(and key to MIND THE GAP and learners over 55)*

Reduce the share of adults in Ireland without basic digital skills from 47% to 20%

Professional profiles

We found no adult education teachers and trainers (and other professionals) using **The Digital Competence Framework 2.0 approach to support elders (above 55) in acquiring digital skills**; however, we did identify **two significant relevant initiatives** and **one key individual**.

The initiative **Active Retirement Ireland** www.activeirl.ie is driven by partnership, learning together and promoting empowerment and positive outcomes for older people. By partnering with **Vodafone Ireland Foundation** and **ALONE** www.alone.ie, they upskilled more people, making a real difference to the lives of 230,000+ older people. Significantly, older people's input and needs are at the core of all aspects of this programme.

Active Retirement Ireland created the **Hi Digital programme** www.hidigital.ie aimed at **bridging the digital divide experienced by older people**. **Active Retirement** is proud to support this transformational project that will empower older people to use the internet and computers in their daily lives.

The organisation **Age Action** www.ageaction.ie champions the needs of the elderly in Ireland. During the COVID-19 pandemic, they launched **a call for Digital Champions**, the target user of the MIND THE GAP project, by producing an urgently needed **Getting Started Keep In Touch (KIT)** www.ageaction.ie/how-we-can-help?getting-started-kit **to help older people get online and to support Digital Literacy Skills Amongst Older People.**

The individual **Mark Kelly**, the **Digital Inclusion Coordinator** at the **NGO An Cosán** www.ancosan.ie possesses the target user profile for the MIND THE GAP project. **An Cosán**, meaning in the path in the Irish language, offers adult education and other services to women from disadvantaged backgrounds and supports 1,000 families annually.

Education or training programs

To be a **Digital Inclusion Coordinator** Mark Kelly of **An Cosán** www.ancosan.ie possesses the following qualifications and awards:

- An EQF Level 7 Master of Arts in Learning Sciences,
- An EQF Level 7 Postgraduate Diploma in the Arts of Learning and Teaching
- An EQF Level 5 qualification in Transformative Community Education.

Other relevant qualifications are as follows:

- An EQF Level 7 Bachelor of Arts in Social Studies
- An EQF Level 7 Bachelor of Arts in Applied Social Care
- An EQF Level 5 Health Service Skills
- An EQF Level 5 Community Health Services
- An EQF Level 5 Healthcare Support
- An EQF Level 5 Care Skills
- An EQF Level 5 Care of the Older Persons

The **Hi Digital programme** www.hidigital.ie aims to reach older people and improve their digital literacy by partnering with **Vodafone Ireland foundation** and **ALONE** www.alone.ie (an organisation which works with all older people, especially those experiencing isolation means, health or psychological issues) to deliver a national programme to increase older people's digital literacy.

- **Vodafone** is investing more than €2M in **Hi Digital**, a nationwide social partnership with **Active Retirement Ireland & ALONE** to deliver online and in-person digital skills training for older people.
- **Hi Digital** is designed to support more than 230,000 older people through a purpose-built education platform that will help bridge the worsening digital divide experienced by older persons.

The **Age Action Getting Started KIT** is a series of the **National Adult Literacy Agency (NALA)** www.nala.ie approved **How To KIT Guides and video tutorials** presented **to help older people use a smartphone or other devices to get online so they are more connected, informed and supported**. It was mainly aimed at those who were over 70 and instructed by the Irish government to stay at home during the COVID-19 lockdowns.

The tutorials can be found at this YouTube link;

https://www.youtube.com/watch?v=VLFPljoF6is&list=PL8wnDFoSYolpJfyFpjoFffDFd-S_WRmW

Training needs

The needs of adult trainers in teaching adults over the age of 55 digital skills are as follows:

- The learner can use a smartphone.

- The learner can download an app.
- The learner can use a range of email platform apps.
- The learner can use a range of digital communication apps.
- The learner can use a range of social media platform apps.
- The learner can use an online food delivery app.
- The learner can use an online food shopping app.
- The learner can use an online banking app.
- The learner can use online transportation apps, including taxis.
- The learner can use online apps to book travel tickets and accommodation.
- The learner can access government services online via apps.
- The learner can book an appointment via an online app.
- The learner can use an online digital data repository app.
- The learner can use online security apps.

No national studies or publications are analysing the training needs or skill gaps of these professional profiles; however, the following organisations and individuals are at the forefront of closing the digital divide on the island of Ireland.

The organisation tasked with overseeing all types of adult literacy in Ireland in a general sense, including digital literacy, is the **National Adult Literacy Agency (NALA)** www.nala.ie NALA's website offers a range of reports giving the current state of adult literacy in Ireland.

Mark Kelly the **Digital Inclusion Coordinator** at the NGO **An Cosán** www.ancosan.ie has written a thesis entitled **the DigComp Deficit** which offers **A Qualitative Exploration into the Experiences and Perceptions around Digital Competence in Ireland's 'second-chance' Adult & Community Education Sector** which is of high relevance to the **MIND THE GAP** project. A link to this thesis can be found here www.norma.ncirl.ie/3836/1/markkelly.pdf

Relevant initiatives

SOLAS www.solas.ie is the State agency tasked with building a world-class Further Education and Training (FET) sector to fuel Ireland's future.

Active Retirement Ireland's www.activeirl.ie mission is to reach out to all older people to stop loneliness through friendship and support. **Active Retirement Ireland** is a voluntary organisation for older people with an Irish national membership of over 24,500 people and over 550 local associations. Members range from 50 - 100+ years of age and cover a range of socioeconomic backgrounds. **Active Retirement Ireland** believes that all older people have different interests and needs, which **Active Retirement Ireland** aims to identify and fulfil. The organisation is structured into nine regions, each with a volunteer development officer whose role is to bring the 550 local associations and approximately 4200 volunteers together at a national level.

Active Retirement Ireland promotes older people as independent, self-organised and active members of their communities.

- To act as a voice for older people and their concerns at a national level.
- To promote positive ageing attitudes in Ireland.

- To provide training, support and information to the local associations of older people in our nine regions.
- To network the local associations for peer support, capacity building and information sharing.

Age Action's www.ageaction.ie vision is that Ireland becomes the best country in the world in which to grow older. And its mission aims to achieve a fundamental change in the lives of all older people by empowering them to live full lives as actively engaged citizens and to secure their rights to comprehensive, high-quality services according to their changing needs. They base all their actions on recognising the diversity among older people on the island of Ireland and all older people's need for equality. They mobilise and empower older people to advocate for themselves and provide services and programmes to support them.

ALONE www.alone.ie works with all older people, including those who are lonely, isolated, frail or ill, homeless, living in poverty, or are facing other difficulties. They provide an integrated system of Support Coordination, Practical support, Befriending, a variety of Phone services, Social Prescribing, Housing with Support, and key to the MIND THE GAP project assistive technology. They support plans and provide a point of contact for access to health, social care, housing, transport and other arising needs using technology and other services and activities to improve physical, emotional and mental wellbeing. They have nearly 3000 volunteers throughout Ireland who conduct and provide practical support to older people, visits and phone calls, linking older people, visits and phone calls, linking older people into social activity and being a companion.

Skills

Expected skills of adult trainers to transmit knowledge about the first two competence areas of the Digital Competence Framework 2.0 (DigComp), which are fundamental to the use of digital tools.

The learner can explain:

- how to download an app to digital immigrants over the age of 55.
- how to use email to digital immigrants over the age of 55.
- how to select and use digital communication tools, e.g. WhatsApp or Signal to digital immigrants over the age of 55.
- the purpose of and how to use social media platforms to digital immigrants over the age of 55.
- how to order and do food shopping online to digital immigrants over the age of 55.
- how to bank online to digital immigrants over the age of 55.
- how to use local transport apps to digital immigrants over the age of 55.
- how to use book travel and accommodation online to digital immigrants over the age of 55.
- how to access government services online to digital immigrants over the age of 55.
- how to book appointments online to digital immigrants over the age of 55.
- how to use a data repository to digital immigrants over the age of 55.
- how to use the internet safely to digital immigrants over 55.
- how to manage their digital identity effectively and safely to digital immigrants over the age of 55.

CONCLUSIONS

Competence Framework

Although each country in the MIND THE GAP project partnership has a particular and different national context, a common **competence framework for adult learning providers in teaching adults over 55 in terms of digital skills** was defined as detailed in the following table:

Competence framework

Teaching adult over 55 in terms of digital skills

The adult training provider:

- understands what it means to support the over 55s by being a digital champion
- can explain the difference between a digital native and a digital immigrant
- understands the physiological reality of being a learner over 55
- understands the physiological and psychological effects of being a digital immigrant over 55
- understands the impact digital literacy and access can have on a person over 55
- can create and facilitate 1 to 1 or group sessions for learners over the age of 55
- can create learner-driven digital upskill plans for a smartphone for digital immigrants over 55
- can explain the advantages of primarily using a smartphone to digital immigrants over 55.

Using social networks and other digital tools

The adult training provider can teach how to:

- carry out administrative procedures (online health services, public administration, administration, online banking, etc.)
- make purchases from the Internet
- select and use digital communication tools
- browse or search data and digital content
- analyze, compare, and evaluate the source of data
- manage data and organize, store, and retrieve data, and content in digital environments
- evaluate reliability of data sources
- implement strategies to maintain good online reputation
- interact and share through digital technologies
- engage in digital citizenship through digital technologies
- use digital tools and technologies for collaborative processes securely
- share data, and digital content through appropriate digital technologies
- seek opportunities for self-empowerment through appropriate digital technologies
- use of the set of rules that encourages appropriate and courteous online behavior (netiquette)
- manage digital identity
- maintain digital security
- use the digital signature
- protect personal data and privacy (GDPR)

- understand digital vocabulary

Pedagogical progression of a training action

The adult training provider can:

- design the pedagogical scenario of a training sequence integrating different pedagogical methods
- design the learning activities and educational resources of a sequence taking into account the digital environment
- lead a group training session in presence or at a distance
- evaluate the learning outcomes of learners
- inscribe one's professional acts in the regulatory framework and in a social, environmental and professional responsibility approach
- maintain his/her level of expertise and performance as a trainer and professional in his/her field

Individualized paths and accompany the users

The adult training provider can:

- design the engineering and tools for individualized training using digital technologies
- welcome learners in training and co-construct their pathways
- train and support learners in individualized courses
- remedy individual learning difficulties
- accompany learners in the consolidation of their professional project
- analyze professional practices.



A BRIDGE BETWEEN DIGITAL MIGRANTS AND DIGITAL NATIVES

2021-1-ES01-KA220-ADU-000027053

Project Result 1

Theoretical and Methodological Framework for Contemporary Digital Skills for Adults

