

DInSAd

Innovative Digital Inclusion of Low Skilled Adult People

I01 - A3 European validation report Executive Summary

PROJECT n° 2019-1-IT02-KA204-063317

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The background: Brief description of the Map of competences

The Map of digital competencies is structured in 6 areas covering: 1. Basic/Foundation; 2. E-everyday life/e-participation/Collaboration/ e-citizen; 3. Outdoor; 4. Shopping; 5.Business; 6.Social.

The first two areas refer to the search for basic skills for an adequate use of hardware and software. While the other 4 areas range in areas more connected to a conscious use of their needs.

Research method: Organization of the focus groups (methodology and stakeholders)

In all four countries (Italy, Sweden, Romania and Greece) that make up the consortium, the focus group was conducted online, only in Sweden it was conducted in groups of two people at a time, while in the remaining countries all participants they met together online.

In **Italy** the research method applied in the focus group was to seek, through the most open discussion possible, and to understand the real needs of users. For this reason, the participants were all adult education teachers, with a long career in this field of work, such as to be able to capture the evolution over the years of the groups of students entrusted to them. In **Sweden, Greece and in Romania** the participants were from different professions such as teachers, adult teacher study organizer, study leader, representatives of organizations working in the social or public or corporate field.

Results of the focus groups

In **Romania** the participants were not so much discussing about the competencies contained in the Map of digital competencies, but rather on how the adults can acquire these competencies and use them in their professional or everyday life. This is in a certain way understandable, as they are not all teachers, but rather managers of public or private bodies and they are confronted with the low qualified adults in terms of needs and expectations.

The moderators explained that IO1 is the research phase of the project, the basis on which the next training material will be designed and elaborated.

The experts from **Greece** stated that the DinSAd Competencies framework seem very accurate, complete and detailed. It is easy to understand the spectrums it covers and that the proposed competences seem adequate to be learned through a game methodology.

In **Italy** the results of the focus group were two, from my point of view, of considerable importance:

The first concerns the interest in inserting a methodology such as that of the game for learning digital skills within the school, in a context of education for adults.

the second is to note, from a sociological point of view, how the daily stay on the internet or the pervasive use of the smartphone is not an indication of a conscience on use, nor a real possibility of increasing one's possibilities from a point of view personal or professional.

The participants (focus group) from **Sweden** were satisfied with the Description of the Map of Competences. The content and description of the Map of Competences were clearly, understandable described for each area.

Conclusions& Recommendations: How these results could be integrated in the final version of the Map of competences

The main problem for participants from **Sweden** is that they must learn all the necessary skills that are related to the computer and the Internet on their own. Therefore, the proposed idea of creating a game is a great tool that will allow them to learn everything they need not on their own, but with the help of created materials that will focus on a specific target group. It is great that this training will be carried out in the form of a game. It would also be great if the skills gained could be put into practice immediately. Also, it would be a good idea to have someone who can answer questions and help if you have any problems. Participants replied that they would be interested in using their company for didactic purposes. They also suggested using board games in preschool education.

The main concern of the trainers in **Greece** was, as the participants will learn on their own, to have detailed and accurate guidelines of how to participate to the game. The experts also suggested that it would be easier to know which competences are addressed when accomplishing a task on the board game.

For **Italy** the suggestion is that it would be useful to provide an information session for teachers wanting to test the game in an adult class.

In **Romania** the project was considered as a good tool to be included in their training offer, they appreciated the Map of digital competencies as being a useful instrument on which we can build the IO2 and IO3, and an experienced trainer wants to work on the shopping area for the IO2.

Finally, it can be said that the map of the proposed digital skills has found full validation and that it is a good map from which to build the game.