Digital Up-skilling Curriculum and Training Material for Adult Educators: Audit Skills Tools, Syllabi, Digital Step-by-step Visual Guides and Training Resources

Based on the development of the Digital Competence Framework with benchmarks and indicators to meet the e-skills essential for Adult Educators to upgrade their support for adult learners in the digital era, the main aim of IO2 is:

- To develop the Digital Up-skilling Curriculum and Content for the 100 hours of training, the ICT Guides and accompanying training materials to be used based on the requirements posed by the Digital Competence Framework designed in IO1.

The training material is expected to stimulate and empower NGOs, Adult Organisations, public authorities, stakeholders, local authorities etc. to offer continuous professional development to Adult Educators and possibly other Volunteers in the digital area.

The material will be used for IO3 where the e-learning platform (on-line courses etc.) will be Adult Educators in each partner country. By the end of the project the UPSKILLING KIT will be produced with an accompanying campaign for exploitation and sustainability of the project, as well as all products of IO2 (Curriculum, Content, ICT Guides etc)

1. The objectives of the IO2 are:

- To design and develop the Curriculum and content outline (syllabus), ICT guides, teaching material and resources necessary for the implementation of the AdEd training (IO4).
- To design and develop the procedures, content and templates for the Screening Tests (Audit Skills) to be used for the evaluation of the e-skills of AdEd proposed to be conducted into 2 stages: self-assessment and external-assessment for validation purposes through the OPEN BADGES (IO4)
- -To start investigating the possibilities for the recognition and validation of the digital competences to be acquired through other EU tools (i.e. Europass, ECVET etc).
- To start the design an Up-skilling Kit and an induction seminar to the development programme
- -To translate and localise all products in the languages and context of partner countries.

Based on the above the tasks leading to the IO2 and the inter-related activities are:

1. Design and develop the assessment procedures through the development of the Screening Tests (Audit) (P6/3):

Based on an investigation to be conducted for the available Digital Screening Tests (Audit Skills) the consortium will design and develop initially on-paper and then on-line (IO4) a self-assessment and a professional-assessment procedure in order to identify the needs of AdEd. The Screening Tests will be based on the Digital Framework designed in IO2 focusing on 3 main aspects: (a) use of MS Office (Word, Excel, Access etc) and other packages (Moodle, Website design, etc.), (b) use of equipment (interactive board, digital camera etc) and (c) use of e-tools for teaching adults.

It is proposed that two stages-levels can be designed where the last one could potential lead to the validation of the digital skills acquired through the Open Badge System (IO4). The procedure and levels proposed are:

- 1st level: AdEd will follow a self-assessment process (i.e. questionnaire, quiz) to define their current e-skills based on IO2. The results will be analysed by the e-tool (IO4) to be developed and the needs will be reported. An Audit Skills Report will be issued. (P3)

2. Professional development training: AdEd will be offered in-house training around 100 hrs (IO5) whereas e-learning opportunities will also provide based on the most important needs identified.

- 2nd level: AdEd can take an Evaluation tests for each module/ benchmark at ICT accredited institutions (partners) to obtain a Certificate and an OPEN BADGE (P3)

3. Design the Up-skilling Curriculum: Based on the Digital Framework (IO2) an outline of the Curriculum (Syllabus) will be initially developed which will inform the ICT Guides to be designed, the objectives will be set, the attainment targets to be achieved and the methodology for the ICT training for Professional Development to be adopted (IO5) will be explained. A template will be given and roles will be allocated. (P3/2)

4. Development of at least 10 ICT Guides and teaching material (hard copy and e-form IO4):

The ICT Visual Step by Step Guides based on a template will comply with the Framework and the the Curriculum as described before. They could cover the concrete skills identified by the consortium and the on-line consultations, such as

- Technology tools for educators P6

- Webpage design P3
- Working with Moodle P5
- Office Programs/ ECDL (Word, PPT, Database etc) P3
- Using E-mail P3
- Internet - Social Media P1
- Image Maker P4
- Internet Security P3

5. Continue the work on the UPSKILLING KIT for the creation of a campaign for strategic exploitation (to include products of IO3).

6. Translation and localization training material.

PLEASE DESCRIBE THE TASKS LEADING TO THE PRODUCTION OF THE INTELLECTUAL OUTPUT AND THE APPLIED METHODOLOGY

Partners will follow the ADDIE model, which is briefly presented below, in developing the Curriculum (Syllabus), ICT Guides and training material:

- A-nalysis: part of the analysis was conducted during IO1
- D-esign: Based on the Analysis, partners will define clearly learning outcomes which will allow partners to tailor content to suit local cultural and societal values. Specific pedagogical strategies will be designed.
- D-evelopment: Demonstrating the flexibility of the proposed curriculum will also aid further transferability beyond the project consortium. The curriculum developed will specifically address the needs of AdEd in terms of appropriateness of learning environments, structure and relevance of learning content and accessibility of learning platforms.
- I-mplementation: part of the analysis will be conducted during IO5.
- E-valuation: part of the analysis will be conducted during IO6.

The applied methodology is described below:

1. Organisational and overall approach: All partners will be actively involved. Based on the partners' expertise, P3/P6 will be the leading and supporting organizations with high coordination, support and monitoring roles. The format of the I.O.s products (i.e. Screening Tests, curriculum development and content, ICT Guides, training material, evaluation and validation procedures, etc) will be decided by the Management Committee at the first meeting.

2. Monitoring and evaluation of this I.O. : It will be a continuous process and will be done internally by the leading organization, as well as at an individual and local level through a self and peer assessment process as described before (QUALITY INDICATORS). Additionally, the external evaluator will provide useful advice for further improvement. The compatibility of the curriculum/content/syllabus with the Digital Competence Framework, the ICT Guides to be produced, the views of the Advisory Group, the analysis of Participants' Committee views for the piloting of the ICT Guides and material are indications of the quality of the project's progress.

4. Other relevant information: During the time allocated for this I.O. the 2nd meeting will also take place. The meeting will focus apart from the main management issues on the design of the e-learning platform, the transfer of the ICT guides on-line, the time line of the project, the preparation of IO4 (e-tool, e-platform etc), the dissemination strategy, the quality assurance etc.

Allocation of tasks:

P3- Activity Leading Organisation (LO) and P6 - Supporting Organisations:

1. Organisation, management, coordination, provision of support and monitoring of Output 3 as well as cooperation with the Management Committee (MC) and the Advisory Group.
2. Set up a road-map for the production of I.O.3 with milestones and allocation of responsibilities for each partner based on proposal and expertise.
3. Design a draft template for the design of the Digital Curriculum Development and Content and the guidelines (for hard copy and electronic form).
4. Design a template for the Screening Tests in 2 levels (Audit skills), the ICT Guides (exercises, case studies, tests) and other training material to be used by all partners.
5. Provide initial guidelines for the design of the Up-skilling Kit + allocate tasks.
6. Allocate responsibilities for the ICT Guides per partners (see above).
7. Collect each partner's ICT Guides (hard copy and e-form)
8. Prepare the initial discussion for the design of the Up-skilling Kit (IO6) to be published and uploaded on e-platform.
9. Translate and publish of products of IO3.
10. Initiate discussion for IO4 (e-tool etc) and IO5 for the professional development training of adult Educators
11. Investigate further the validation possibilities of the Adult Educators professional training.

All partners will cooperate in the following:

1. Contribute towards the design of the templates of the curriculum-syllabus-guides.
2. Design the ICT Guides with accompanying material as indicated above.
3. Contribute towards the produciton of the Tool Kit based on allocate roles/ tasks.
4. Contribute towards the design of guidelines for the e-learning platform to be designed (P to initiate the discussion).
5. P3 and P6 to provide the e-platform to upload the framework and training of target groups.
6. Support the final design of all products in hard copy and e-form, upload information etc.
7. TRANSLATION, LOCALISATION and PUBLICATION of final framework in national language will be done in house.
8. Cooperation with Activity Leading Organisation and Management Committee.

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