2019 - 2020

OUR DIGI SPACE

The main objective of Erasmus + KA2 project OUR DIGI SPACE is to provide hard-to-reach adults with flexible learning opportunities through face-to-face interactions and an interactive e-learning platform and a mobile application equipped with gamification strategies to foster their digital skills.

The project will also bring together small groups of these adults in events and show them how to transfer their digital skills into real life situations and how to use technology to improve their lives.

The partnership is formed by 6 organizations from 4 countries: UOM - University of Macedonia (Greece), APEC - Educational Enterprise (Turkey), Kerigma – Innovation and Social Development Institute of Barcelos, PRSC

- Panevezys District Education Centre (Lithuania), Nara Education Technologies (Turkey). The partnership is led by Ministry of National Education (Turkey).

The project OUR DIGI SPACE is with 30 months duration and will be implemented from November 2018 to April 2021.

Intellectual Outputs: Gamification of Digital Tasks – Guideline, Open Interactive e-learning Platform – "My Digi Space", Mobile Application – "My Digi Box".

The project aims to:

- Provide adults with 21st century skills and encourage them to take action and gain self-confidence, by enabling them to perceive their situations as a serious game in which they should play to win,

- Encourage them to see that they are "capable of changing their situations" by using their digital skills and gamification strategies in the society more effectively,

- Build the capacities of adult educators through trainings about gamification strategies in fostering hard-to-reach adults' digital skills and integrating these strategies into real life situations. The target group will include "50 hard-to-reach adults" and "50 adult educators".

Co-funded by the Erasmus+ Programme of the European Union

The project "Enhancing Digital Skills of Hard-to-Reach Adults for Better Life Chances" (No 2018-1-TR01-KA204-058750) has been funded with support from the European Commission.

Co-funded by the Erasmus+ Programme of the European Union

The project "Enhancing Digital Skills of Hard-to-Reach Adults for Better Life Chances" (No 2018-1-TR01-KA204-058750) has been funded with support from the European Commission.

1. THEORETICAL FRAMEWORK

NECESSARY SKILLS IN DIGITAL ERA

Information has two diverse, but at the same time, closely bounded up components: Content and skills. Content involves facts, thoughts, principles, processes or procedures. On the other hand, skill is defined as to achieve something based on personal inclination and learning, or being able to fullfill a task as is required. Required skills for an information society may be listed as below(Conference Board of Canada, 2014):

Communcation skills: social media communication skills should be included in the traditional skills such as reading, speaking, consistent and clear writing.

Independent learning skills: it is a skill to be responsible for understanding what one needs to know and where it can be found. Since knowledge changes continuously, skills change accordingly.

- Ethic and responsibility: building trust is a need. trust is highly important in the business world to do a “good” job, especially in informal social networks, where one needs to trust others to achieve a goal.
- Teamwork and flexiblity: Although most knowledge workers work in small companies, they share information and collaborate intensively with other people and institutions.
- Thinking: (critical thinking, problem solving, creativity, authenticity, forming strategy): it is the most important skill for an information society. Businesses need to produce new products and provide new services and processes to reduce the costs and increase compatitiveness.
- Digital skills: Information based activities and works are mostly associated with technology. The most important matter at this point is that it needs to be a part of the expertise in question.
- Information management: it is the most inclusive skill among others. Information doesn’t evolve because of new researches, developments or spreading implemetation and thoughts through internet; it is observed that the rapid increase of information resources is likely to create other conditions in terms of validity and trustworthiness.

DIGITAL SKILLS

Efficient use of information and communication technologies became very essential in this information age, and it appears as a typical characteristic of modern society (Fraillon, Ainley, Schulz, Friedman & Gebhardt, 2014). Specifically, a dramatic growth occured in communcation technologies since the late 90’s. The number of mobile phone subscriber exceeded seven billion all over the world in 2016, likewise, the number of internet user reached 3.5 billion, and 2.5 billion of these users are from developed countries(World Bank, 2018). It is possible to gusses that the unavoidable growth of technology will continue in the future. It is expected that the number of people accessing the internet is to reach approximately 8 billion in 2025(Schmidt & Cohen, 2013, s.4). these rapid changes in information and communication generates significant changes for the integration, access and storage of new information and system(Dunn & Johnson-Brown, 2008). All events occurred throughout the process necessitated people to become skillful at ICT. For this reason, it is now a necessity for individuals to embrace digital innovations that will enable them to use and also produce information rather than merely consuming it.

The dramatic growth of technology affected the concepts that are used to define ICT competence of people. In recent years, many concepts occured such as technological skills, information technology skills, 21st century skills, information literacy, digital literacy and digital skills due to digital technology usage. One of the most recent concept occured related to technological skills is digital competence(Ilomäki, Kantosalo & Lakkala, 2011, s.1).

According to Larraz and Esteve (2015, p. 99), one of the first definitions of digital competence was introduced by Paul Gilster in 1997. In this definition, digital competence is stated as “the ability to understand and use information in numerous formats from a wide variety of sources when it is presented through computers” (Larraz & Esteve, 2015 from Knobel and Lankshear, 2008). However, digital competence has turned into a fuzzy concept over time as many writers and institutions have come up with their own definitions,

and these are later translated into other languages with differences in meaning (Larraz & Esteve, 2015, from Ferreiro, 2011).

The number of concepts used to express the competence in technology continues to increase, and as an emergent term, it is now even harder to pin down the meaning of digital competence.

Researchers have defined digital competence as: "the set of knowledge, skills, attitudes, abilities, strategies and awareness that is required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; behave in an ethical and responsible way; collaborate; create and share content and knowledge for work, leisure, participation, learning, socializing, empowerment and consumerism"(Ferrari, Punie & Redecker, 2012, p.84).

Although digital competence is dealt differently in various fields, eventually, it has become a necessity to find a common and working definition for all to express the digital competence of 21st century citizens explicitly. According to Ilomäki, Paavola, Kantosalo & Lakkala, (2016, p. 657), this is also the reason why digital competence has been increasingly used in European policy documents. Digital competence first appeared in the European Union documents within the context of Lifelong Learning in 2000s, (From, 2017, p.44 from Kack & Mannikkö Barbutiu, 2012, p. 16) and has been indicated as one of the eight key competences that citizens need to have to adapt to changing life conditions. According to the Council of the European Parliament:"*Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet*" (European Council, 2006).

In this way, the Council of the European Parliament attempted to establish a common definition of digital competence and pointed to the broad scope of this competence. It is emphasized that "digital competence requires a sound understanding and knowledge of the nature, role and opportunities of [Information Society Technology] IST in everyday contexts: in personal and social life as well as at work" (European Council, 2006).

In the next period, the importance European Union attached to digital competence has continued. The fact that many citizens cannot benefit from digital technology in their daily lives, the lack of consensus on what technological skills are necessary and how they can be evaluated have laid the ground for establishing a common European digital competence framework which is called DigComp by the European Commission. By this way, what competence should be expected from today's citizens in terms of technology has been made clear. The framework was first published in 2013, updated in June 2016 with the name DigComp 2.0, and released as DigComp 2.1 in 2017 with a final update (European Commission, 2017). In the framework, five competences that constitute digital competence are expressed as "information and data literacy", "communication and collaboration", "digital content creation", "safety" and "problem solving". Requirements for each competence area are also stated for different proficiency levels which are named as foundation, intermediate, advanced and highly specialized (European Commission, 2017).

As a result of literature examination, IT teachers information technology (IT) teachers'(working for MONE) opinions on digital competence are presented. There are 3 themes and these are "digital competence and its components", "importance and effects", "digital competence and education". The model of themes is presented in Figure 1.

Digital Competence		
Digital competence and its componenets	Inportance and effects for future	Digital competence and education

Figure 1. Digital competence themes

Digital competence and its components" theme consists of "meaning", "subdimensions", "supporting competences"; "importance and effects" theme consists of "importance", "positive effects for future", "negative effects for future"; "digital competence and education" theme consists of "acquisition by formal education", "acquisition by informal education" and "digital competence and educational problems" categories. The model for these categories is presented in Figure 2.

Digital competence and its componenets	Importance and effects	Digital competence and education
Meaning	Importance	Aqusition by formal education
Sub-dimensions	Positive effects for the future	Acquisition by informal education
Supporting components	Negative effects for the future	Digital competence and educational problems

Figure 2. Digital competence catagories

When IT teachers' opinions on digital competence were investigated, the codes for "meaning", "sub-dimensions" and "supporting competences" categories are presented in Figure 3.

Meaning	Sub-dimensions	Supporting Competences
• Digital literacy • Internet Skills • Communication Skill • Program(software) Skill • Supply of Digital equipment skill • Technological skill	• Safety • Communication • Information • Usage • ethics	• knowledge of foreign languages • logical-matematical intelligence • research • Investigation • Problem solving • Multiple intelligences • Knowledge of digital laws • Learning to learn • Interdiciplinary mastery • Enterpreneurship and taking initaitive

Figure 3: Codes for meaning, sub-dimensions and supporting competences categories

Digital competence, which is a concept pronounced in EU policy documents, gained prominence recently in Turkey. Digital competence is included in the eight key competences for lifelong learning in TQF which was prepared in line with EQF and put into practice in 2016(OECD, 2011). In 2011, a group of experts came together in US and prepared a report called "21st century skills". Experts 'thoughts on the necessity for individuals to be upskilled in terms of creativity, problem solving, innovation and critical thinking in order to be ready for 21st century, is reflected on the report (Aydeniz, 2017). 21st century skills and competences took their place in the education and training programs pursuant to "*Turkish Qualification Framework*" and "*National Education Quality Framework*" which were prepared in line with "European Qualification Framework" accepted by European parliament in 2008(TTKB, 2017).

BASIC SKILLS IN THE CONTEXT OF DIGITAL COMPETENCES

While digital competences appear in a wide framework, the primary framework which may be defined as basic skills is expressed not as a benefit but the reflection of Maslow's "Maslow's hierarchy of needs" which is a facilitator, to today's digital society.

I. Psychical needs

Necessary skills to meet the essential needs such as accessing to financial resources, acquiring a property such as house or car, or accessing to health services

II. Safety

Obtaining information related to fundamental rights and services depending on the role you play in the society.

III. Love and belonging

To find an opportunity of belonging to a group or society, an opportunity to reach mass movement and creating a massive power through social media.

Esteem needs

An opportunity to communicate in today's society, and interact with familty members and close people.

Iς. Self-actualization

An opportunity to access education, have a career or job without being affected by physical limitations

In order to satisfy aformentioned needs, basic skills catagorized as below:

α) being able to use digital devices (e.g. washing machine, dishwasher, TV, central heating boiler, air conditioner)

β) Being able to use IT devices(e.g. turning on and off computer, tablet or smart phone, controlling basic function)

χ) being knowledgeable about external hardware devices(using peripheral equipment depending on professional needs such as printer, scanner, webcam)

δ) being able to use applications which satisfy various needs(the ability to use programs such as word processor softwares, digital signal processing software calculator)

ε) Being able to use public network(an able to access public network, search and use public services, make bank transaction)

ϕ) being able to control commnication tools(an ability to use social media tools and e-mail)

γ) Ensuring personal security(being able to protect personal information in terms of data security)

Training is necessary to be provided about abovementioned skills which are essential to obtain in today's society. It is an unavoidable fact that satisfying people's needs, who have these skills in a digital society has been facilitated, however, people lacking these skills are gradually unable to satisfy their needs, and for this reason, they may be included in disadvantageous group in the future.

BASIC SKILLS FACILITATING HARD-TO REACH ADULTS' LIFE

In scope of digital competences, basic skills, which facilitate lives of hard-to-reach adults and give better chances are listed below:

α) Using mouse and keyboard on a computer,

β) Connecting a device to the internet using Wi-Fi settings, and insert password when required

χ) Doing calculation with the help of a computer and tracking accounting

δ) Running and using digital devices

ε) Using tablet and smartphone

ϕ) Being able to use applications for various needs

γ) Searching on the internet

It may be uttered that Internet is one of the easiest and fastest source to access information.

People using internet in daily life are considered digitally literate, on the other hand, people using it for Professional concerns are expected to be knowledgeable about programs (software).

In order to eliminate challenges that hard to reach adults face, studying in the aformentioned fields to overcome deficiencies is considered obligatory. Otherwise, it is an unaviodable for these individuals not being able to satisfy their own needs in the future.

ADVANCED DIGITAL SKILLS

Digital Skills Academy from the United States responds the question “What are the necessary skills and knowledge for the business world in future?” as follows in eight titles.

a- Programming and Web Development

Coding is in the center of all digital services and technological products. This basic language has become a must. Individuals who are knowledgeable about programming languages such as Bootstrap, jQuery, Angular, Codeigniter, PHP/JavaScript ve MySQL may go further in their career and do programming.

b- Developing Application

Many companies have their own applications. At the same time, most of million dollar companies have their application branches in their bodies. Developing application is another business field all by itself.

c- Digital Design

Web sites, applications, digital services, their common point is user interface. Many individuals who are at designers’ level in terms of quality or developed oneself in creative effects and dynamic user experience may be recruited in advanced technology companies.

d- Project management

It may not be considered as a digital skill. However, the sign of a project manager is seen before many digital products produced today. Future management staff are advancing in this field.

e- Product Management

It may be regarded that product management is only in business books, in fact, it is not possible to be successful and sustainable without appropriate and effective management of a product.

f- Digital marketing

Together with social media, digital marketing is an endless field. There are innumerable facilities. Learning new technologies and skills is an indispensable part of career in 21st century.

g- Social media

Using social media is considered as a skill in today’s world, to know how to control social media accounts such as Twitter and Facebook or others and produce content is defined as expertise area.

h- Data Analysis

The concept “big data analysis” has taken its place in literature and it will be discussed more in the future. Having comprehensive knowledge about information and analysis instruments is highly important for career purposes.

It is an unacceptable fact that individuals, who are successful or able to actualize their selves in a successful society, and who are social, conscious and qualified, are lacking of these indispensable and necessary aforementioned skills.

Upskilling X and Y generations, who are comprising of major part of the society, with the skills that Z generation’s individuals(born in 2000s) acquired in a timely process, has become a national duty.

INTERACTIVE E-LEARNING PLATFORM

The rapid technological progress in new technologies and telecommunication tools bring new opportunities for the institutions, which are willing to be trained and train. WWW (World Wide Web), which emerged in the late 1980's, has become a commonly used tool in terms of sharing and delivering information. WWW technology's potential is beyond being an alternative method to learning. In addition, WWW has brought new forms of teaching and learning. The most outstanding characteristic of new learning technology is to change and develop rapidly and continuously. E-learning may be defined as a web-based education system delivered through internet or a computer network. The basic difference between e-learning and in-class learning is the media that is utilized to provide education.

E-learning means using internet technologies interactively to find wider solutions for the problems of enhancing performance and knowledge, and for this, there are three basic criteria. Firstly, e-learning has a network system that enables sharing, delivering and storing the information and instant updating on the information and trainings. Secondly, e-learning is delivered to the end user with the help of a computer through internet. Thirdly, e-learning focuses on a wider perspective. Learning solutions is superior to traditional paradigm of education (Rosenberg, 2000, s. 28-29). Interactive e-learning gives an opportunity to read and listen, in addition, it enables sharing knowledge, experience and comments while fulfilling the tasks and following the instruction. E-learning 2.0 brings Web 2.0 and learning together, by this way, it enables social learning. E-learning is a digital and collaborative learning way which uses web 2.0. E-learning 2.0 gives an opportunity to search, create and collaborate to users/students for meeting their needs (Thalheimer, 2008, p.2). Although e-learning is considered being an alternative way to in-class learning, using it as a complementary learning is likely to bring about more effective results.

E-learning has a big potential in terms of national education systems of the countries where investments are poor. The ability to use e-learning's potential to increase education quality depends on determined national education policies, and the reform to be made in education in the context of technology and technological facilities. E-learning is a quite new concept in Turkey. On the other hand, Turkish education system needs avail of ICT Technologies in the best way in order to develop quality workforce, a requisite for 21st century. This situation increases the importance of new learning methods relating to new technologies in the field of education. In addition, modernisation in education may create an opportunity for the developments in other fields.

GAMIFICATION

Emergence and definition of Gamification method, which may be called as a digital age or 21st century product, means that using game elements outside of game environments so as to motivate targeted behaviours with the framework set by behavioural theories. Gamification method may be summarized as follows: games, which are an indispensable part of life, have changed in time with technological progresses. In the past, children play games in the outside, however today, they play games on computer. Although there are games to play in the outside preferred by children, digital games become more preferable (Yılmaz and the Çağıltay, 2004).

Some researchers focused on using positive aspects of digital games in the environment that games does not exist. (Domínguez vd., 2013). At this point, a new concept is asserted that may be used as a method in gamification. Gamification is defined as usage of digital game elements in places where game does not exist for enhancing the user experiences and motivating the user for the environment (Deterding, Sicart, Nacke, O'Hara and Dixon, 2011). As Google search statistics are examined, it is seen that gamification is one of the popular searched keyword and it become more common in time and reached its top popularity in 2013 today, its popularity is still growing.

All definitions regarding gamification reveals the benefits of the strategy in application and education process: in the context of education, gamification process not only referring to include games in education process, but also getting avail of facilitated student's learning in the existing learning environment by integrating with game characteristics (Karataş, 2014). Gamification is attempting to transform traditional classroom into a competitive, multiplayer game environment, and by this way, improve student's participation in-class (Freitas and Freitas, 2013). Gamification concept is an educational platform aiming to interiorize individuals' external motivation, with the tools such as giving feedbacks and rewards. Characteristics features of games such as advancing to next level, being rewarded, being Professional or developing a profession are used to improve education (Gökkaya, 2014)

One of the most important results is that gamification has a positive effect on motivation and academic performance. Although gamification approach has a long past in Turkish education system, digital gamification strategies are yet to reach to the sufficient level. When all these research results are considered, in order to advance in gamification strategies, educators need to participate vocational training activities and apply their experiences in classroom environments.

2. METHOD

Focus group interviews can be defined as a qualitative data collection technique that takes place within the framework of predetermined guidelines, prioritizing the subjectivity of the interviewees, in accordance with the logic of this method, and which should pay attention to the participants' discourse and the social context of this discourse. Krueger (1994) defines the focus group interview as a carefully planned discussion in an environment where individuals can freely express their thoughts. In this research, focus group interview was used as data collection method. The analysis of the data obtained was done by content analysis. Content analysis is a research technique used to draw systematic and unbiased results from certain characters defined in the text (Stone et al. 1966).

3. RESULTS OF THE WORKSHOPS

3.1. Turkey results of workshops

3.1.1. Workshop 1 (Hard-to-Reach Adults)

Do you have digital tools? (mobile phone, tablet etc.)

As a result of the needs analysis conducted for the answers of the hard-to-reach adults, it was determined that all adults have a mobile phone, but only 45 percent of the mobile phone is equipped to meet their needs in digital media and e-platforms. While only 10 percent of the participants were found to need a tablet, 80 percent reported that they used a laptop or desktop computer in their homes.

- Do you think these digital devices make your life easier?

While 95 percent of hard-to-reach adults advocate having digital devices makes life easier for adults, 5 percent argued that having any digital device in everyday life would not be easy.

- Do you need basic digital skills (numercy, literacy, digital) to use these devices?

90 percent of adults stated that they would not be able to take advantage of digital devices' daily life without having basic digital skills.

60 percent of adults stated that they prefer their digital skills while purchasing digital devices. Again, a 60 percent of them stated that they would prefer more equipped devices if they had higher digital skills.

- Do you think digital skills can change your quality of life and make your life easier?

While 95 percent of adults advocate that having digital skills will improve the quality of life, only 5 percent advocate that having these skills will not make life easier.

K4 coded participant said, "I do not find it difficult to find the address I am looking for when I go to a city that I do not know because I have basic digital skills. Likewise, when I want to sell an item that I do not use at home, I can easily sell from related platforms using my digital skills. "

- What are the consequences of not having enough digital skills to do ordinary daily work?

65 percent of the participants stated that they do the ordinary daily tasks in a longer time because they do not have sufficient digital skills. K7 coded participant said, "Since I do not have sufficient digital skills, I need to go to that institution when I need to get information from any institution. I know that others can get the same information on the internet. "

While 55 percent thought it is more difficult to get information on any subject, 40 percent expressed disadvantage in contributing to the home economy and 10 percent stated that they have difficulty in finding a job because they do not have digital skills.

- Do you think you need to be motivated to learn basic digital skills?

90 percent of the participants stated that in order to have basic digital skills, educational activities that encourage and support them should be carried out. Again, 90 percent stated that being aware of the existence of all kinds of educational activities for basic digital skills is an important factor for them to be motivated. The participant coded K5 commented on the subject, “If there was a course aimed at making my life easier by gaining basic digital skills in my region, I would definitely attend.”

- Would you like to change the flow of your life for better living conditions?

All of the participants stated that they would be determined to change the flow of their life for better life conditions. 55 percent of the participants stated that they are eager to have skills over basic digital skills.

- Would you like to use it if you can easily access flexible learning opportunities through a mobile application equipped with an interactive e-learning platform and gamification strategies?

95 percent of participants reported that if there were a mobile application equipped with an interactive e-learning platform and gamification strategies, they would definitely take time to use it and have basic digital skills. K9 coded participant “I am not able to participate in any formal training course due to the necessity for gaining my livelihood while performing my daily life. If I had the opportunity to get this training on a platform, I would definitely take time for it and improve my digital skills. ”

3.1.2. Workshop 2 (Hard-to-Reach Adults)

- Do you face difficulties in your daily life due to insufficient digital skills?

While 95 percent of adults advocate that not having digital skills causes difficulties in daily life, only 5 percent of people argued that not having these skills will not contribute to making daily life difficult.

- If you are, what difficulties do you face?

Participants who stated that they face difficulties in daily life due to insufficient digital skills;

90% of the participants in getting information as they are inadequate in their digital skills, 75% in communication, 65% in finding jobs, 50% in bank transactions, 50% in purchasing something, 45% in selling second hand goods, 25 percent in storing information and 10 percent in finding friends online.

3.1.3. Workshop 3 (Hard-to-Reach Adults)

What are the basic skills for you?

When asked what are the basic digital skills depending on the data obtained from the scale prepared for adults that are hard to reach;

They responded as in the following:

95 percent- using the mouse and keyboard on the computer

95 percent- connecting a device to the internet by using Wi-Fi settings and entering a password if necessary

90% percent- turnin on the device and entering account information when necessary

85 percent - using the touch screen of the tablet or smartphone

70 percent - finding the app by selecting the right icon on the Home screen

40 percent- changing the screen image of the device to make it easier to read content using the the menu

30 percent - finding the website using the Browser to locate the icon

What do you think the important digital skills are for life and work in the digital world?

When asked what the important digital skills are for life and work in the digital world based on the data obtained from the scale prepared for adults that are hard to reach;

They responded as in the following:

95 percent- Communicating

90 percent - Handling information and content

85 percent- Being safe and legal online

80 percent Problem Solving

70 percent -Managing and executing Business.

The participants were asked to mark what they can do from the tasks assigned for these skills, and the percentages of performing these tasks are as follows:

Communicating

- Setting up a group on messaging platforms like whatsapp or messenger to talk to your family members or friends (70%)
- Using Office programs to create CVs (20%)
- Sending photos or files to friends or family in e-mail attachments (35%)
- Using or installing video-video phone products such as face time or skype to communicate with friends and family (40%)
- Membership and management of social media accounts (50%)
- Uploading something on social media, visiting and posting in the forum (45%)
- Mail your friends from your email account list and add cc when needed (55%)
- Working remotely by connecting the computer through the private network provided by the employer (25%)
- Using different document formats such as PDF to facilitate document sharing with your friends (30%)
- Sharing documents over the cloud, like Google documents, in collaboration with colleagues (20%)
- Using video conferencing products such as Sykpe and face time in conferences and calls (25%)
- Owning and managing accounts on professional career sites such as Linkledl (30%)

Managing Information and Content

- Understanding that all information entered into an online encyclopedia like Wikipedia is reliable and accurate (40%)
- Searching news using sites like Chorome, Safari and Internet Explorer (90%)
- Using cloud storage account for music and photo album (iCloud, Instagram) and accessing albums with tools such as computer and phone (30%)

- Listening to music from legal sources such as spofiy or applemusic, watching movies from legal sources such as Netfliks or Amozon Prime (40%)
- Searching for information requested by the boss using a browser such as Chrome internet Explorer or safari (70%)
- Managing calendars or appointments on devices such as business computers, phones or tablets (50%)

Managing and executing Business

- Opening an online account for public services (e-government) (80%)
- Opening an online account to purchase or order products from online sales websites such as Amazon or Bay (25%)
- Using Travel Websites and mobile apps to buy tickets or make reservations (40%)
- Arranging online physician/doctor appointments (40%)
- Filling in online forms to apply for satellite and cable broadcasting fee or road tax(20%).
- Using or establishing internet banking through websites or mobile applications by ensuring information security (50%)
- Uploading CVs to online job application sites (40%)
- Filling in the online application forms (eg for a job) (50%)
- Using the Internet to access certain information related to a daily tasks you need to do; eg finding recipes, finding information to help travel plan (70%)
- Using the manufacturer's website, frequently asked questions section or chat system for help to solve the problem of a device (55%)
- Finding how to do something by watching an educational video like videos on Youtube (80%)

Problem solving

- Using the Internet to access certain information related to a daily tasks you need to do; eg finding recipes, finding information to help travel plan (80%)
- Using the manufacturer's website, frequently asked questions section or chat system for help to solve the problem of a device (55%)
- Finding how to do something by watching an educational video like videos on Youtube (80%)
- Using the Internet to find alternative ways to solve a problem you encounter at work; eg checking a competitor online (25%)
- Planning the cost of the project using the electronic spreadsheet program (60%)
- Using the websites to make decisions about marketing tactics (40%)

Being safe and legal online

- Being sure that nobody knows your online login information (70%)
- Being sure not to share humiliating or inappropriate content on social media (70%)
- Not sharing anything on social media, including unauthorized children (65%)

- Using a second device to get the codes when a website allows binary authentication and entering the code to access the linked account (70%)
- Creating a password using 3 random words or using lowercase letters, capital letters, numbers and symbols (80%)
- Setting posts and shared content in Facebook privacy settings section so that only friends can see it (90%)
- Activating the pop up blocker of the web browser to reduce the threats of harmful sites (65%)
- Opening automatic updates from the settings menu for computer operating system and antivirus (50%)
- Using the search bar to access images and other content (80%)
- Using an external hard disk and creating a new document on the hard disk (75%)

3.1.4. Workshop 4 (Hard-to-Reach Adults)

- Do you think technology improves your life?

While 95 percent of adults think that Technology improves their lives, only 5 percent advocates that technology does not contribute to improving life. 70 percent of the adults who respond positively are able to fulfill their responsibilities that are required to be fulfilled by using technological devices in business and social life much easier and less time, 65 percent of them states that technology add color to their lives, make their lives more pleasant and comfortable, and 50 percent of them says they are able to deal with many difficulties in life (health, social, economic, etc.) more easily thanks to technology

- Have you ever experienced a positive event using technology?

90 percent of adults stated that they experienced a positive event using technology and 10 percent stated that they did not have a positive experience.

- If you have experienced, could you please explain briefly?

The participant coded K18 said, “I,myself, and my family used the knitted shoes that I designed and produced at home before I started using the technology. I contribute to my home livelihood by selling the knitted shoes I produce since I started using the technology on the relevant e-platforms. ”

Participant coded K21 “I started using job search platforms to find a job and got into the job I work in this way.”

K3 “In the past, my photos were lost or destroyed, but I can keep them more secure as I keep them in digital media now.”

K2 “I used to go to the bank and wait in line to deposit money in the past, but now I can easily carry out my banking transactions in digital media.”

- Did your positive experience give you self-confidence?

While 95 percent of the adults who had positive experiences expressed their positive experiences that they gained self-confidence, 5 percent stated that they did not gain any self-confidence.

- Has someone ever encouraged you to use the technology?

70 percent of adults stated that they have been encouraged to use technology one or more times so far, but 30 percent of them have never experienced such an incentive. More than half of the adults who gave a

positive opinion reported that they experienced the incentive during their school years or business life.

- Did you learn something by playing digital games?

60 percent of adults said that they learned something by playing digital games, but 40 percent said that they did not play digital games. 90 percent of adults who gave positive opinions stated that they learned something using online digital games and mobile applications.

- Do you think you have the capacity to change your current situation using digital skills?

While 85 percent of the hard-to-reach adults think that they have the capacity to change their situation using digital skills, 15 percent of them stated that they do not have this skill. The majority of adults who gave negative opinions cited that their digital skills are not at a level to cope with such a situation and states that they want to improve these skills.

3.1.5. Workshops 1 (Adult educator)

- Do you have difficulty in teaching digital skills to adults?

While 9 of the adult educators stated that they had difficulty in teaching digital skills in their education for various reasons, 1 of them stated that they did not have any difficulties.

- Can you briefly explain one or more of these difficulties?

7 of the adult educators stated that they had difficulty in giving digital skills due to the low education level of adults. Again, 6 of the adult educators stated that older adults have difficulty in learning basic digital skills. Four of the adult educators stated that they had difficulty in training because adults did not have enough prior knowledge and skills because they were not able to buy digital devices to meet their needs due to the economic situation of adults. The participant coded E10 commented on the subject: *"While hard-to-reach adults often struggle with economic difficulties, those who previously used digital devices learn more quickly while they have difficulty learning basic skills since they do not have any digital devices before training."*

- Do you think the materials you use in your classes are sufficient for adults to acquire digital skills?

7 of the adult educators stated that the materials used are insufficient to provide basic digital skills to hard to reach adults. In contrast, 3 of them stated that the materials are sufficient.

- Do you think the materials you use in the lessons are effective for adults to acquire digital skills?

Six of the adult educators stated that the materials used in the lessons were not effective in teaching digital skills for hard to reach adults. More than 5 of the trainers who gave this answer cited the inadequacy of the technological / technical equipment of the materials, nearly half of them it is related to the internet connection, and 4 of them as the reason for the inability of adults to use the materials. The participant coded E3 stated that "I had difficulties in conducting and ending the lesson due to technical problems in the lessons or the insufficient internet connection." E7 coded participant said, "The difficulties experienced by the trainees in using digital materials can cause a lot of time in the lesson. This prevents us from using the materials effectively. "

Four of the adult educators stated that the materials used in the lessons are effective in teaching digital skills for hard to reach adults.

3.1.6 Workshops 2 (adult educator)

Do you have difficulty teaching technology and digital based tasks to hard-to-reach adults?

While 9 of the adult educators stated that they had difficulties for various reasons while teaching the technology and digital based tasks to adults, 1 stated that they did not have any difficulties.

- Do you think you need capacity building to make it easier for hard to reach adults?

9 of the adult educators said that they needs to develop capacity to make it easier to develop the digital skills of hard to reach adults, and 1 of them said they do not. E9 coded user said, *"I need support especially when I have difficulties teaching adults about these skills. For example, the learning motivation and needs of adults are different. Of course, the methods are also… When the subject is digital, the job can get a little bit more complicated. I need professional development activities to deal with all this. "*

- Do you think you need to improve yourself to motivate adults that are hard to reach in the community again?

While 9 of the adult educators stated that they need to improve themselves in order to motivate hard to reach adults in the community, 1 said that he/she do not feel such a need. E5 coded user *"Motivating adult individuals to learn something is not as easy as motivating children. At this point, it is necessary to understand what adults need and explain how digital skills will contribute to their lives. I would love to have a comprehensive training on this to achieve success in my training. "*

- Do you think educational materials with gamification strategy make your job easier?

While 8 of the adult educators think that educational materials with a gamification strategy make their job easier, 2 of them think that these materials will not have any effect or benefit especially in adult education. It seems that many of the educators who gave negative opinions about this were both considered to think that the potential of adults to learn through the game is insufficient.

- Do you want to use task-based inspiration scenarios to improve the digital skills of hard-to-reach adults?

While 7 of the adult educators want to use task-based inspiration scenarios to improve the digital skills of the hard-to-reach adults, 3 reported negative opinions. While the E10 coded participant from the participants who gave negative opinions express that he/she does not know about task-based inspiration scenario and has never used it, E6 stated that *"I used this technique but I can not say that I find it very efficient in terms of time savings."* E9 said, *"It is an extremely entertaining and motivating technique that I use quite often and get successful results. I would definitely want more adult educators to be informed about this and benefit from them in educational settings. "*

3.1.7. Workshops 3 (Adult Educator)

- Did you learn something by playing digital games?

9 of the adult educators reported that they learned something by playing digital games and 1 of them reported that she/he had no such learning. 7 percent of the educators who gave positive opinions stated that they often play games in their spare time because they like to play and that they realize that they perform implicit learning in this way. 3 of them stated that they carried out conscious learning through digital games.

- Have you ever experienced a positive event using technology?

9 of the adult educators stated that they experienced a positive event using technology and 1 of them did not have a positive experience.

- If you have experienced, could you please explain briefly?

E9 coded participant “I started to publish my articles that I shared on my social media by opening a site for myself.” E4 participant “I started to prepare my own digital educational materials.” E7 coded user “I started to provide face-to-face trainings within the scope of distance education through the e-platform I created.”

- Do you think you have the capacity to improve the lives of adults by improving your digital skills?

While 9 of the adult educators think that they have the capacity to improve the lives of adults using digital skills, 1 participant stated that they do not have this skill. More than half of the respondents who expressed positive opinions stated that their digital skills are sufficient in this regard, but they want to develop these skills further through vocational training activities if taking into account the requirements of the age and new developments.

3.2. Lithuania results of workshops

3.2.1. Workshop 1 (Hard-to-Reach Adults)

Hard-to-reach adults have mobile devices, but their digital skills are very poor. Most people use computers only for reading news online, but we are surprised by the high motivation to learn. Educators who took part in the training noted that methodological material was needed as the level of learners was very different. Training participants should be encouraged to write down information, as they sometimes worry about using their mobile devices and are afraid to press the wrong key. If learners had ready-to-use material and took notes, they would feel relaxed and could work at their own pace.

3.2.2. Workshop 2 (Hard-to-Reach Adults)

Hard-to-reach adults rarely use technology, mostly for reading news. The motivation of this group was moderate, some of them claim that they were too old or that technology does not make life easier for them. They themselves do not use computers for selling second-hand stuff, buying something or bank transactions. Bank transfers are usually done by children. Some of them use social networks for communication, or the Internet for getting information, storing information. Many of them are older, so finding new friends online is unacceptable to them.

Educators have no experience working with hard-to-reach adults, all of them lead digital training for teachers, librarians, and school leaders. They were interested in the topic of the project, this was their first meeting with hard-to-reach adults, educators have a lot of digital training experience, but they lack the knowledge how to work with the project’s target group. They think they need to improve themselves to motivate hard-to-reach adults to re-mobilize them in the community, that training materials equipped with gamification strategies will help their job, they want to use task-based inspiration scenarios to improve the digital skills of hard-to-reach adults.

3.2.3. Workshop 3 (Hard-to-Reach Adults)

Hard-to-reach adults are aware of the digital skills, often they give as examples of their children or even grandchildren, who are skilful computer users. We were surprised to find out that they were very motivated and asked for more practice and were actively involved in it. They were happy to send collages they created to their children using Messenger and email. They said Skype is not used by their children and it is not

relevant, but everyone was happy when they learned how to use Messenger. Sometimes there were various problems, such as forgotten email passwords. They were all very concerned about Internet security issues, they are scared of cyber-fraud, and therefore do not carry out bank transfers themselves. Hard-to-reach adults are aware of the dangers of the Internet when it comes to protecting personal data, but they know too little how to protect it.

3.2.4. Workshop 4 (Hard-to-Reach Adults)

We met with this group twice, at the first meeting some of them were not motivated and said that technology does not make their life easier. However, after two workshops, they changed their attitudes and were particularly pleased to learn how to use social networks, especially Messenger. Thus, their virtual communication needs were met (communicating with children and grandchildren living abroad, sending collages created during training sessions, receiving e-mails from coaches, and comments). They said they had not learned to play yet, but would love to test it. Learners have had a great time during the workshop, and their attitudes towards digital technology have changed. They believed that technology could make their lives easier, help them solve their life's problems. The learners asked to organize workshops more often in their village and teach them how to use mobile devices.

3.3. Portugal results of workshops

3.3.1. Workshop 1 (Hard-to-Reach Adults)

- In terms of digital devices: everyone had a cell phone; 11 people had a laptop; 5 people had a desktop computer and 3 people had a tablet. Some of the adults had kids so the devices were primarily used by the kids in some cases;

- All of them agreed that to work with these devices they need basic skills;

- They all agreed technology made life easier. In this sense, a participant mentioned a problem she had recently with a communication company that it could only be solved online. It was something quite demanding for her;

- Some participants mentioned that relying on other people was an "obstacle" for them in terms of learning digital skills because they ask their kids or spouses to fix the issues for them;

- When the outputs were presented (the e-learning platform and the app) they all seemed very receptive of the idea and when asked if they would have had a preference for another type of resource (for example, a book). They said both were valuable resources but they wouldn't prefer a more traditional approach. They thought the platform and the app were good ideas.

3.3.2. Workshop 2 (Hard-to-Reach Adults)

-"Selling second-hand stuff." Most participants never sold anything online and since they never tried it, they weren't sure if it would be a challenge or not. When asked why they never had the interest to do it, they said they didn't feel safe doing it. They prefer to buy things they can see and touch with their own hands;

- "Buying something" - Only three participants had bought and sold online. However, even one of them felt unsafe doing it. Although her experience wasn't problematic, she felt unsure and somewhat unsafe during the whole process. To the exception of protecting her data by not explicitly writing it and giving it to others, she didn't know what other measures she should take to protect herself;

-"Bank transactions" and "Communication". Participants knew the most about these two fields. When asked how and why they knew more about these topics, they said they had been through experiences that "forced" them to learn how to do it. They also revealed they didn't learn these things by themselves; most of them had to ask for help;

- “Getting information.” The response was and I quote “You just use Google!” However, one participant went further and explained she had been warned by her son that not everything online is true, and she had to be careful when analyzing information;

- “Storing information”. At first, they didn’t know how to react to this topic. However, it is worth mentioning that one participant mentioned the use of flash drives as a means to store information.;

- “ Finding job”. Some didn’t have problems making their Cvs but had problems sending it. Sometimes they didn’t understand how the recruitment platforms worked and what the proper way to send their application was. Others had problems with both (making the Cv and sending it).

- “Finding online friends”. This item had very little feedback. This wasn’t a subject participants were interested in. However, when asked about a hypothetical situation “What if you wanted to talk to a stranger online?” One or two people mentioned Facebook but upon insistence to find out if they knew other means, it was obvious people weren’t aware of chat rooms or other options alike.

In conclusion, people were interested in acquiring or improving their digital skills. Their main strengths were related to “bank transactions”, “communication” and “getting information”; Their weaknesses were mostly related to “selling second-hand stuff”; “buying something”, “storing information”, “finding a job”.

“Finding online friends” was the field they showed less skill for because it was the field they perceived as less important.

3.3.3. Workshop 3 (Hard-to-Reach Adults)

78,6% of the participants considers “turn on the device and enter any account information as required” a basic digital skill.

92,9% of the participants considers “use a mouse and keyboard on a computer, use a touch screen on a smart phone or tablet” a basic digital skill.

64,3% of the participants considers “use settings menus to change device display to make content easier to read” a basic digital skill.

64,3% of the participants considers “find applications by choosing the correct icons on the home screen” a basic digital skill.

78,6% of the participants considers “connect a device to the internet using the Wi-Fi settings, and insert the password when required” a basic digital skill.

57,1% of the participants considers “locate the browser icon on a device and find a website” a basic digital skill.

78,6% of the participants considers “keep login information for a device and any websites secure, not shared with anyone or written down and left prominently near my device” a basic digital skill.

Therefore, the statement the group sees as more advanced is the one that asks for their capacity in finding the browser icon and use it to find a website. The most likely explanation for this is that this statement is the more demanding one since it includes several steps and different notions. First, they have to know what a browser is or at least understand its purpose; they also need to be aware of the available browsers. Moreover, they need to understand how they can use a browser and what a website is.

Conversely, they think using a mouse, a keyboard or a touch screen is much more immediate and simpler since they don’t need to be aware of different concepts or have specific skills.

3.3.4. Workshop 4 (Hard-to-Reach Adults)

28,6% of the participants only had knowledge/skills regarding the communication aspect. This group was in their late forties-early fifties;

21,4% of the participants only had knowledge/skills regarding two out of the five general aspects (however

the pairing each individual did was different). This group had elements in their fifties and one in his/her sixties;

21,4% of the participants only had knowledge/skills regarding three out of the five general aspects (however the pairing each individual did was different). This group had elements in their thirties and one in his/her early forties;

7,14% of the participants (1 person) only had knowledge/skills regarding four out of the five general aspects (however the pairing each individual did was different). This person is 48 years old.

21,4% of the participants had knowledge/skills regarding all of the general aspects described. This group included the youngest member of the group (29 years old) and two people with 33 and 38 years old.

So, about 50% of the group only mastered, at best, two out of the five areas.

Communication

In this field, participants showed that:

- 7,1% (1 person) knew how to perform 2 out of the 13 tasks;
- 7,1% (1 person) knew how to perform 3 out of the 13 tasks;
- 21,4% (3 participants) knew how to perform 4 out of the 13 tasks;
- 7,1% (1 person) knew how to perform 5 out of the 13 tasks;
- 21,4% (3 participants) knew how to perform 6 out of the 13 tasks;
- 14,3% (2 participants) knew how to perform 7 out of the 13 tasks;
- 14,3% (2 participants) knew how to perform 10 out of the 13 tasks;
- 7,1% (1 person) knew how to perform 12 out of the 13 tasks;

Therefore, none of the participants had a complete knowledge in the area of communication. Also, it is relevant to mention that only one participant ticked the option - “be a member of and manage my account on professional networking sites, such as LinkedIn” – and only two participants ticked the option -“use document sharing though web based applications such as Google Docs to work on a document in collaboration with colleagues”.

On the other hand, “be a member of and manage personal networking sites, such as Facebook” was one of the most ticked options –78,6% of the group (11 participants) had a Facebook account and considered to be able to manage it.

Handling information and content

In this field, participants showed that:

- 21,4% (3 participants) didn’t know how to perform any of the tasks described. The age of these participants were 38, 46 and 50 years old, respectively.
- 21,4% (3 participants)knew how to perform 1 out of the 6 tasks. Two of them ticked the same option – “manage a calendar or appointments system on multiple devices, including work computer and phone or tablet”.
- 7,1% (1 person) knew how to perform 2 out of the 6 tasks.
- 7,1% (1 person) knew how to perform 3 out of the 6 tasks.
- 28,6% (4 participants) knew how to perform 4 out of the 6 tasks.

- 14,3% (2 participants) knew how to perform every task described. The age of these participants were 33 and 38 years old, respectively.

The most ticked task was “search for news using a browser such as Chrome, Internet Explorer or Safari” – 8 participants said they were able to carry out this task.

The least ticked task was “understand that not all entries in online encyclopedias, such as Wikipedia, are true or reliable” – 10 respondents stated they weren’t aware of this.

Conduct or carry out (business)

This section was comprised of the following statements: use the internet to identify alternative ways of resolving a problem encountered at work such as checking out a business competitor; use spreadsheets to plan the cost of a project; use analytic tools to monitor website usage and spot trends that enable decisions to be made about marketing tactics.

Note: This section and the “Problem solving” section had statements in common. Therefore, to avoid repetition, we considered the statements above for this section and the rest were included in the “Problem solving” section.

- 50% of participants (7 participants) stated they weren’t capable of performing any of the tasks described. These participants were in their thirties, forties and fifties.
- 28,6% of participants (4 respondents) stated they were able of performing 1 of the three tasks.
- 14,3% (2 participants) knew how to perform 2 of the 3 tasks presented.
- 7,1% (1 person) knew how to perform every task. This participant has 38 years old.

The task more people were able to do was: “use the internet to identify alternative ways of resolving a problem encountered at work such as checking out a business competitor” – 6 participants checked this statement as doable. Inversely, the statement that had the least participation was: “use analytic tools to monitor website usage and spot trends that enable decisions to be made about marketing tactics” – only 1 person knew how to do it.

Problem solving

- 14,3% (2 participants) stated they weren’t capable of performing any of the tasks described. They have 38 and 50 years old, respectively.
- 7,1% (1 person) knew how to perform one task.
- 28,6% of participants (4 respondents) stated they were able of performing 2 out of the 11 statements.
- 7,1% (1 person) knew how to perform 3 tasks.
- 7,1% (1 person) knew how to perform 5 tasks.
- 7,1% (1 person) knew how to perform 6 out of the 11 tasks.
- 7,1% (1 person) knew how to perform 7 out of the 11 tasks.
- 7,1% (1 person) knew how to perform 9 out of the 11 tasks.
- 7,1% (1 person) knew how to perform 10 out of the 11 tasks.
- 7,1% (1 person) knew how to perform all tasks.

Given the data above, one can conclude this section was very divisive in the group since half of the participants knew how to perform 2 tasks or less. And the rest of the group had a very different range of knowledge. This probably results from the fact that everyone have had different challenges to overcome in daily life in terms of digital skills so some know more or less according to the immediate needs they have to satisfy.

Being safe and legal online

- 7,1% (1 person) only knew how to perform 1 task (“ensure your posts on social media are not offensive or inappropriate”).
- 14,3% (2 participants) stated they were capable of performing 3 of the 10 tasks enunciated.
- 35,7% (5 respondents) stated they were capable of performing 4 of the 10 tasks enunciated.
- 7,1% (1 person) knew how to perform 5 tasks.
- 7,1% (1 person) knew how to perform 6 tasks.
- 7,1% (1 person) knew how to perform 7 tasks.
- 14,3% (2 participants) stated they were capable of performing 9 of the 10 tasks enunciated
- 7,1% (1 person) knew how to perform all tasks.

The most ticked task in this group was “ensure your posts on social media are not offensive or inappropriate”. Everyone in the room who had a Facebook account ticked it. On the other hand, the least ticked statement was “set automatic updates in the settings menu for the computer operating system and security software” – only four people stated they could do it.

Lastly, when asked about what they would like to learn given their immediate needs, they gave similar answers. Most of them just wanted to improve their digital skills and knowledge in general. However, they emphasized safety – they wanted to learn how to be safe at all times when using the computer/phone. Others gave more specific answers, for example: “make a GP appointment online”(2 people said this one) ; “use pop-up blockers”; “set automatic updates in the settings menu for the computer operating system and security software”; “set up and use online and telephone banking through websites or apps, keeping access information secure”; “work with Excel”; “email attachments”; “buy things online and create a card”(2 people); “fix problems on a device.”

3.3.5. Workshop 1,2,3,4 (Adult Educator)

- From their experience, AEs consider that the low levels of education and the lack of access to digital equipment (mainly computers and laptops) are the biggest obstacles for HRA in the acquisition of digital skills;

- Lack of digital material and interactive games in class is also a problem in the teaching of digital skills;

- Besides the inefficiency of some material, the lack of motivation to acquire digital skills sometimes is a bigger issue;

- In the eyes of the AE, basic skills correspond to the use of digital skills in daily activities like sending emails, online shopping, social networks and use of public institutions websites (Social Security, Health Care and others alike);

- The skills HRA need the most are the ones that are needed in a work environment. For example, Excel and online research;

- The main difficulties in teaching about technology related to the low mental agility some HRA have in their learning process and the low motivation adults have after the course ends to continue to practise their new skills. Also, some don’t have the tools they need to continue their learning process autonomously;

- Regarding their self-assessment, AEs consider their improvement is continuous and they must frequently make efforts to renew it. One of the AEs believes she has been able to establish good relationships with HRA in her classes and has been capable of motivating them through the teaching of civic values;

- Concerning the methods of gamification and “inspirational scenarios”, AEs think both can be helpful because it can facilitate the understanding of contents and make the learning process less demanding and more exciting;

- Regarding their own learning experiences with digital games, they mentioned learning about foreign languages and concepts related to History and Geography;

- The positive experiences they had mostly relate to communication and the acquisition of information. One AE said that the use of an interactive video related to an awareness campaign had been extremely successful with the adults she taught;

- Due to the increase of digital practises in the world, AEs think digital skills are becoming a basic need in some ways. They are becoming a requirement in the solution of several issues.

3.4. Grecee results of workshops

3.4.1. Workshop 1 (Hard-to-Reach Adults)

When the financial crisis began in Greece in early 2010, countless people lost their jobs and too many became literally homeless, without income and social security. After the first shock they began to self-organize and created some collectivities to deal with their financial and economic problems. At the same time, many non-governmental organizations and citizens' initiatives appeared to support these people at all levels, not by helping them in the form of alms, but by helping them effectively organize themselves to face the crisis. For this purpose social infirmaries and pharmacies, social groceries and co-operatives were created and solidarity economy was supported by citizens and the state. In this framework, one of the key activities of a Greek NGO was the creation of the "Raft" (Σχεδία) a street magazine, the establishment of the national homeless football team and the support its annual participation in the Homeless World Cup. The "Raft" is the only Greek street magazine and a member of the International Network of Street Papers-INSP, which lists 122 street magazines in 41 countries, with 14,000 homeless, unemployed sellers, and 6,000,000 international readers. . The "Raft", as with all street magazines in the world, is not sold at the usual press outlets but only on the city streets by accredited vendors. The sellers come from vulnerable socially disadvantaged groups: homeless, unemployed, and generally people who have proven to live below the poverty line. From € 4.00, which is the magazine's selling price, € 1.52 is net income for each seller. Although the income is low and these people stand for many hours most of the time under adverse conditions on the Street, the selling of the "Raft" is a unique opportunity to secure a minimum, decent income, but also a means of getting rid of social isolation and exclusion. It is also an additional incentive to rebuild their lives.

We consider that all this prologue was necessary for understanding the typical profile of a "Raft" seller. In order to implement our program for digital skills we decided to get in touch with the people of the "Raft" in Thessaloniki, the second largest city of Greece, because the raft and its sellers, the people in red vests, are very popular and the Thessaloniki, as the salespeople themselves say, supported them.

At the "Raft's" Offices, following our invitation, we met with 10 people with whom we had a discussion which, while initially started with a questionnaire, but gradually changed form and became more meaningful. The interviewees after the presentation of the program by our team were impressed.

Interviewees had a opinion about digital technology, but not unified. They hear that computers are needed today to get a job, but they did not know the range of knowledge they needed. They are adults over 40, of both sexes, with no particular qualifications. Prior to the crisis, they worked as manual laborers in various manual jobs. Two of the women did not work at all and one of them was an immigrant. She knew a few things she had learned from her children who had a computer at home but had forgotten about it.

Challenges facing everyday situations and emerging needs were recognized by all participants. They were generally and indefinitely aware that digital technologies are necessary. But they do not have a very clear point of view. To the question where the teaching would like to focus, they did not have an opinion, they did not respond. We explained to them examples of their capabilities and utility.

At our first meeting there was a first attempt to record their needs, as they themselves stated. The surprise for us was that everyone had very modern cell phones and almost everyone had a contact with computers. But as the debate progressed, we found that mobile phones have not made the most of their capabilities and that computers have a completely false picture of what using them means. Most had the impression that getting into Facebook or having a Facebook account means that they have substantial knowledge about computers and that if they learned something more they would be able to get a good job, as one of them believed that he could work in the mail or corporate logistics

This was our first small workshop implemented. In the next three we observed that interviewees (which were students in Second Chance Schools; see reports 2,3,4) had a more clear view of their needs. Maybe the frequent contact with teachers has contributed to the creation of specific views on digital technologies and their uses. The people of the “Raft” are sometimes self-taught.

The answers we got after asking specifically what they would like to learn were various:

- How to use internet for finding a job
- How to get interesting information from Internet (e.g. about free seminars)
- How to write a CV letter
- How to learn the job of a secretary
- How to build a commercial web site – as one of them created small jewelry and wanted to sell them online

3.4.2. Workshop 2 (Hard-to-Reach Adults)

This group was a group of 12 adult students of SCS (Second Chance School), in Lagada. Lagadas is a small town of 8000 inhabitants, 25 kilometers north from Thessaloniki. Its inhabitants are mainly engaged in agricultural work. In the area they are a few small factories for the treatment of agricultural products.

A Second Chance School, is a public school for adults (all students are over the age of 18) they didn’t finish the lower secondary level (which is compulsory in Greece), for several reasons (mostly economic, social, familial). Adults who attended those schools are interested in getting a degree so they can work in the public sector or the private sector, because practically they are excluded from the labor market (even if they are some cases with students having their own personal or small enterprise). They are sometimes immigrants, with a very low income and, in rare cases, partially homeless (they do have a home for some periods).

These schools do not follow the typical program of a secondary school but their courses are more project-based, about basic arithmetical knowledge, language, sciences, information literacy, meetings with a psychologist or a carrier counselor. The teaching material is organized specially for every class by a teacher. They are obliged to follow the courses, but the program is very flexible. The duration of the studies is two years. This report is about a group of the second year. Among them the percentage of unemployment is around 30%.

The findings for this group almost coincide with the findings of the second group – this was expected as they have the same profile

As it was observed with all groups of SCS (3/4) the majority of them (over 70%) they do possess a smart phone and have a Facebook or Instagram account. However, some of them do not know how to use the phone besides those 2 apps (and make phone calls). The others they do know more – but they cannot easily perform tasks that require a higher level of digital literacy. Almost all of them avoid using in every day’s life digital technologies. When technology is absolutely needed, in cases such the digital bank transactions or for tax payments purposes (in Greece only online), they either prefer going to the bank or pay a professional to do it, even for the simplest actions. So, they appreciate the digital skills and expressed a feeling of deprivation of access to important information, opportunities and potential jobs. In some cases, if they have adult or adolescent children, they can ask them for help. But, in general they have organized their life in a way that technology is not needed.

Not all of them own a computer. Only the once that have teenagers at home. But they can have access to one at school or can use computers in the public libraries. Almost in a percentage of 60-70 % they know how to navigate to internet, but they have difficulties to perform specific tasks of searching etc.

All of them are interested in learning new technologies. But the time they are committed to invest varies a lot. Students in the productive age, of course they are searching for a job or are interested in doing something better professionally. These students however pretend that do not have much time to invest. This was a fact that surprised us. Although they understand the necessity of new technologies in order to improve their position (professionally and even socially) and in everyday activities, they cannot invest much

time. They are interested in learning fast and almost everything in a short time. In contrast, older people that are retired or are not interested in working are eager to learn technologies. They say that they can dedicate a lot of time. Especially after they finish school.

In our discussion, in all 3 groups, students admitted that learning new technologies would radically change their life, beginning from the simplest aspect to the most demanding. For example, knowing how to download for themselves an app on the phone is important. Such apps, such the one of the timeline of the city-public transportation could help them save precious time.

The answers we got after asking what they would like to learn were various:

- How to use internet for finding a job
- How to avoid dangers in Internet
- How to write a CV letter
- How to see on YouTube films or music or food recipes
- How to download films from Internet
- How to learn the job of a secretary

3.4.3. Workshop 3 (Hard-to-Reach Adults)

This group was a group of 11 adult students of SCS (Second Chance School), in Lagada. Lagadas is a small town of 8000 inhabitants, 25 kilometers north from Thessaloniki. Its inhabitants are mainly engaged in agricultural work. In the area they are a few small factories for the treatment of agricultural products.

A Second Chance School, is a public school for adults (all students are over the age of 18) they didn't finish the lower secondary level (which is compulsory in Greece), for several reasons (mostly economic, social, familial). Adults who attended those schools are interested in getting a degree so they can work in the public sector or the private sector, because practically they are excluded from the labor market (even if they are some cases with students having their own personal or small enterprise). They are sometimes immigrants, with a very low income and, in rare cases, partially homeless (they do have a home for some periods).

These schools do not follow the typical program of a secondary school but their courses are more project-based, about basic arithmetical knowledge, language, sciences, information literacy, meetings with a psychologist or a carrier counselor. The teaching material is organized specially for every class by a teacher. They are obliged to follow the courses, but the program is very flexible. The duration of the studies is two years. This report is about a group of the second year. Among them the percentage of unemployment is around 30%.

The findings for this group almost coincide with the findings of the second group – this was expected as they have the same profile

As it was observed with all groups of SCS (3/4) the majority of them (over 70%) they do possess a smart phone and have a Facebook or Instagram account. However, some of them do not know how to use the phone besides those 2 apps (and make phone calls). The others they do know more – but they cannot easily perform tasks that require a higher level of digital literacy. Almost all of them avoid using in every day's life digital technologies. When technology is absolutely needed, in cases such the digital bank transactions or for tax payments purposes (in Greece only online), they either prefer going to the bank or pay a professional to do it, even for the simplest actions. So, they appreciate the digital skills and expressed a feeling of deprivation of access to important information, opportunities and potential jobs. In some cases, if they have adult or adolescent children, they can ask them for help. But, in general they have organized their life in a way that technology is not needed.

Not all of them own a computer. Only the once that have teenagers at home. But they can have access to one at school or can use computers in the public libraries. Almost in a percentage of 60-70 % they know how to navigate to internet, but they have difficulties to perform specific tasks of searching etc.

All of them are interested in learning new technologies. But the time they are committed to invest varies a lot. Students in the productive age, of course they are searching for a job or are interested in doing something better professionally. These students however pretend that do not have much time to invest. This was a fact that surprised us. Although they understand the necessity of new technologies in order to improve their position (professionally and even socially) and in everyday activities, they cannot invest much time. They are interested in learning fast and almost everything in a short time. In contrast, older people that are retired or are not interested in working are eager to learn technologies. They say that they can dedicate a lot of time. Especially after they finish school.

In our discussion, in all 3 groups, students admitted that learning new technologies would radically change their life, beginning from the simplest aspect to the most demanding. For example, knowing how to download for themselves an app on the phone is important. Such apps, such the one of the timeline of the city-public transportation could help them save precious time.

The answers we got after asking what they would like to learn were various:

- How to use internet for finding a job
- How to avoid dangers in Internet
- How to write a CV letter
- How to see on YouTube films or music or food recipes
- How to write on word
- To learn some computer programs for filing files

3.4.4. Workshop 4 (Hard-to-Reach Adults)

This group was a group of 22 adult students of SCS (Second Chance School), in Lagada. Lagadas is a small town of 8000 inhabitants, 25 kilometers north from Thessaloniki. Its inhabitants are mainly engaged in agricultural work. In the area they are a few small factories for the treatment of agricultural products.

A Second Chance School, is a public school for adults (all students are over the age of 18) they didn't finish the lower secondary level (which is compulsory in Greece), for several reasons (mostly economic, social, familial). Adults who attended those schools are interested in getting a degree so they can work in the public sector or the private sector, because practically they are excluded from the labor market (even if they are some cases with students having their own personal or small enterprise). They are sometimes immigrants, with a very low income and, in rare cases, partially homeless (they do have a home for some periods).

These schools do not follow the typical program of a secondary school but their courses are more project-based, about basic arithmetical knowledge, language, sciences, information literacy, meetings with a psychologist or a carrier counselor. The teaching material is organized specially for every class by a teacher. They are obliged to follow the courses, but the program is very flexible. The duration of the studies is two years. This report is about a group of the first year. Among them the percentage of unemployment is around 25%.

The findings for this group almost are very similar with the findings of the second group, but they do not coincide. For some reason (maybe related with the SCS itself) the mean age of this group was lower – much lower than a year which separates typically the first year (current group) from the second year of studies (of the other groups reported in reports 2 and 3). This means that:

- Students of this group had a "closer" relation to digital technologies (especially "linked" to smart phones);
- Students of this group didn't practically received any lessons about digital technology in SCS (as they started their courses in October 2019).

However, as it was observed with all groups of SCS (3/4) the majority of them (almost 90%) they do possess a smart phone and have a Facebook or Instagram account. However, some of them do not know how to use the phone besides those 2 apps (and make phone calls). The others they do know more – but

they cannot easily perform tasks that require a higher level of digital literacy. Almost all of them avoid using in every day's life digital technologies. When technology is absolutely needed, in cases such the digital bank transactions or for tax payments purposes (in Greece only online), they either prefer going to the bank or pay a professional to do it, even for the simplest actions. So, they appreciate the digital skills and expressed a feeling of deprivation of access to important information, opportunities and potential jobs. In some cases, if they have adult or adolescent children, they can ask them for help. But, in general they have organized their life in a way that technology is not needed.

Not all of them own a computer. Only the once that have teenagers at home. But they can have access to one at school or can use computers in the public libraries. Almost in a percentage of 60-70 % they know how to navigate to internet, but they have difficulties to perform specific tasks of searching etc.

All of them are interested in learning new technologies. But the time they are committed to invest varies a lot. Students in the productive age, such as most students of this group, of course they are searching for a job or are interested in doing something better professionally. These students however pretend that do not have much time to invest. This was a fact that surprised us. Although they understand the necessity of new technologies in order to improve their position (professionally and even socially) and in everyday activities, they cannot invest much time. They are interested in learning fast and almost everything in a short time. In contrast, older people that are retired or are not interested in working are eager to learn technologies. They say that they can dedicate a lot of time. Especially after they finish school.

In our discussion, in all 3 groups, students admitted that learning new technologies would radically change their life, beginning from the simplest aspect to the most demanding. For example, knowing how to download for themselves an app on the phone is important. Such apps, such the one of the timeline of the city-public transportation could help them save precious time.

The answers we got after asking what they would like to learn were various:

- How to use internet for finding a job
- How to avoid dangers in Internet
- How to write a CV letter
- How to download films from Internet
- How to write on word and Excel
- To learn some computer programs for filing files

4. INSPIRATIONAL SCENARIOS

Key Objectives:

- 4 main goals
- 4 step-by-step animated video explanation for each main goal
- 1 interactive experience for each main goal

Gamification Elements of the E-Learning Platform:

- Hard-to-reach adults will have badges and stars for their level of learning.

Collected Points	Badge	Stars
25 Points	Starter	*
150 Points	Amateur	**
300 Points	Mid-Level	***
450 Points	Professional	****
600 Points	Expert	*****

- Hard-to-reach adults will gain 25 points after watching each video.
- Hard-to-reach adults will gain 50 points after finishing each interactive experience. The e-learning platform will give feedback to hard-to-reach adults during the interactive experience.
- Hard-to-reach adults reach the goal when they gain 150 points by completing the contents of each main goal. They are entitled to access the contents of the next main goal.
- Hard-to-reach adults will take a certificate after finishing each goal.
- Hard-to-reach adults will be included in the ranking on the e-learning platform and compete with each other according to the points they have collected.

Main Goals:

- E-Mail Communication Basics (Example on Gmail)
- Social Media Basics (Example on Facebook)
- Searching on the Web and Reading News (Example on Google)
- Online Shopping Experience (Example on Amazon)

Sub-tasks of Main Goals (Animated Videos and Interactive Experience):

- E-Mail Communication Basics (Example on Gmail)
    - What is e-mail account and why its necessary? Creating an e-mail account (Animated Video)
        - Electronic mail (email or e-mail) is a method of exchanging messages (“mail”) between people using electronic devices. Step-by-step animated video for creating an e-mail.
        - Go to Gmail page on Google web site
        - Click -> Create an Account
        - Filling the forms text boxes that required (Name, Last name, Username)

- Password creating rules and security tips (Animated Video)
  - Creating the password in accordance with password creation rules (min. 8 characters, mix of letters, numbers & symbols)
  - Password selection tips

- Checking the inbox folder (What is read/unread e-mail?) (Animated Video)
  - After creating the Gmail account, looking deep into Inbox folder
  - Giving information about read/unread emails differences

- Sending an e-mail to a person and replying an e-mail with a file attachment (Animated Video)
  - Compose an e-mail to a person with filling the to, subject and message boxes
  - Replying an e-mail with adding a file in the attachment

- Sending an e-mail with basic elements such as To, Subject, Message, Attachment (Drag & Drop Interactive Experience)

- Social Media Basics (Example on Facebook)
  - What is the social media? What is the difference between traditional media (TV, radio) and social media (Animated Video)
    - Social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.
    - Social Media Network and the different channels have caught on the fancy of young and adults alike and this phenomenon has spread all over the globe.WW
    - Examples of social media platforms such as Facebook, Twitter, Instagram, LinkedIn

  - Instructions of creating a Facebook account. Adding name, surname, e-mail, password and profile photo (Animated Video)
    - Go to Facebook.com
    - Fill the boxes in Create an Account section (First name, Surname, e-mail, password, birthday and gender)
    - Add a profile photo from computer/phone
  - Creating a post, adding a photo and setting up the privacy of the post (Animated Video)
  - Finding friends and celebrities, adding a friend and sending a message to him/her (Animated Video)
    - Find a person from one of the partner organizations and send a friend request
    - And then send a message to that person

- Sharing a post with a photo which is only for friends (Drag & Drop Interactive Experience)
    - Searching on the Web and Reading News (Example on Google)

- What is the Web Browser and search engine? (Animated Video)
    - A web browser (commonly referred to as a browser) is a software application for accessing information on the World Wide Web. When a user requests a particular website, the web browser retrieves the necessary content from a web server and then displays the resulting webpage on the user's device.
    - A web browser is not the same thing as a search engine, though the two are often confused. For a user, a search engine is just a website, such as Google Search, Bing, or DuckDuckGo, that stores searchable data about other websites. However, to connect to a website's server and display its web pages, a user must have a web browser installed.

- How to search on Google? Using double quotes, searching on Google Images (Animated Video)
    - Go to Google.com and search the European Union words
    - After that use double quotes for searching and explain differences
    - Searching a word in Google Images page
- Reading news on Google News, reading from different sources (Animated Video)
    - Go to Google News page and search a popular topic
    - Read same news on different sources
- How to check the URL of source, looking the spelling errors and dramatic punctuations and date of the article? (Animated Video)
- Checking the URL of source, date and spelling errors for the article (True/False Interactive Experience)

- Online Shopping Experience (Example on Amazon)
    - What is e-commerce? Examples of reliable local/international shopping platforms (Animated Video)
        - E-commerce (electronic commerce) is the activity of electronically buying or selling of products on online services or over the internet.
        - Amazon, AliExpress, eBay, Etsy
    - Creating an account on Amazon.com (Animated Video)
    - How to find a product on Amazon.com using menu/search fields and add to cart? (Animated Video)
        - Find a computer for looking on the menu and after that using search bar
    - Tips for fill in the forms of address and payment options (Animated Video)
        - Filling the address form and payment information example video
    - From finding a product to the order confirmation online shopping simulation (Drag & Drop Interactive Experience)

5. RESULTS

According to the results of the content analysis of Lithuanian hard-to-reach adults, the hard-to-reach adults have mobile devices but their digital skills are very weak. Many simply use computers to read online news, and they say technology has made their lives easier. They also do not use computers to sell second-hand items, buy anything, or perform bank transactions. Others use social networks for communication or the Internet to receive and store information. Therefore; Finding new friends online has been described as unacceptable to them. Also; They stated that the hard-to-reach adults are afraid of cyber fraud, therefore they do not perform their bank transactions themselves, but rather have their children done.

Educators involved in adult education need methodological materials as the level of students is very different. It has been determined that educators do not have experience working with hard-to-reach adults. Trainers think that they need to improve themselves in order to reactivate the hard-to-reach adults in the community, and the educational materials equipped with gamification strategies will help their work, they want to use task-based inspirational scenarios to develop digital skills.

Turkey has achieved the result of the content analysis performed for the answers of the hard to reach adults that all adults have mobile phones, but it has been identified that the mobile phones owned by close to half are adequately equipped to meet the needs of e- platforms and in digital media. While almost all of the hard-to-reach adults advocate that having digital devices makes life easier for them, most of them stated that having digital skills will improve the quality of their lives. K4 coded participant said, “I do not find it difficult to find the address I am looking for when I go to a city that I do not know because I have basic digital skills. Likewise, when I want to sell an item that I do not use at home, I can easily sell from related platforms using my digital skills. ” More than half of the participants stated that they do the ordinary daily tasks in a longer time because they do not have sufficient digital skills. Almost all of the participants stated that educational activities that encourage and support them to have basic digital skills should be carried out and that it is an important factor for them to be motivated to be aware of the existence of any educational activities to be carried out for basic digital skills. Again, almost all of the participants stated that they would like to use it if there was an interactive e-learning platform and a mobile application equipped with gamification strategies.

While almost all of the adults advocate that lack of digital skills causes difficulties in daily life, the majority of them expressed they have difficulties in getting information, communication, finding a job, keeping bank information, buying something and less than half, selling second hand goods, storing information and finding friends on the internet.

When asked what the basic digital skills are depending on the data obtained from the scale prepared for hard to reach adults, They responded as;

- 95 percent using the mouse and keyboard on the computer
- 95 percent connecting a device to the internet using Wi-Fi settings and entering a password if necessary 90% turning on the device and entering account information when necessary
- 85 percent using the touch screen of the tablet or smartphone
- 70 percent finding the app by selecting the right icon on the home screen
- 40 percent changing the screen image of the device to make it easier to read content using the Wounds menu
- 30 percent finding the website using the Browser to locate the icon
- When asked what the important digital skills are you think you have for life and work in the digital world, they responded as;
- 95 percent Communicating
- 90 percent handling information and content
- 85 percent being safe and legal online
- 80 percent Problem Solving
- 70 percent Managing and executing Business.

While the majority of adults think that technology improves their lives, few have argued that technology does not contribute to improving their lives. Again, the majority of adults stated that they experienced a positive event using technology. K20 coded participant “I started using job search platforms to find a job and I got into the job I am working in this way.” K3 coded participant “In the past, my photos were lost or destroyed, and now I can keep them safer because I keep them in digital media.’’ They also stated that the positive experience they had gained and motivated them. More than half of adults stated that they learned something by playing digital games and they have the capacity to change their situation using digital skills.

While almost all of the adult educators stated that they had difficulty in teaching their digital skills in their education for various reasons, most of them stated that adults had difficulty in giving digital skills due to the low level of education and that older adults had difficulty in learning basic digital skills. Most adult educators stated that the materials used were insufficient to provide basic digital skills to hard to reach adults. More than half of adult educators stated that the materials used in the lessons were not effective in gaining digital skills for hard to reach adults.

While almost all percent of adult educators stated that they had difficulties for various reasons while teaching adults and technology-based tasks in their education, the same majority stated that there is a need for capacity building to facilitate the development of digital skills of hard to reach adults. In addition, the majority of adult educators state that there is a need for self-improvement in order to motivate hard to reach adults in the community, while at the same time, they think that educational materials with a gamification strategy make their job easier. Nearly half of adult educators have stated that they want to use task-based inspirational scenarios to improve the digital skills of hard-to-reach adults.

The majority of adult educators stated that they learned something by playing digital games and experienced a positive event using technology. E9 coded participant “I started to publish my own posts on my social media by opening a site for myself.” User with E4 coded “I started to prepare my own digital educational materials.” While almost all of the adult educators think that they have the capacity to improve the lives of adults by using digital skills, few of them think that they do not have the ability to improve their lives by using digital skills. More than half of the respondents who expressed positive opinions stated that their digital skills are sufficient in this regard, but they want to develop these skills further through vocational training activities that take into account the requirements of the age and new developments.

As a result of the content analysis of Portugal’s hard-to-reach adult answers;

Ws 1: All participants agreed that they need basic skills to work with these devices;

-Technology made life easier. In this sense, one participant mentioned that a problem he recently had with a communication company can only be solved online.

- When the outputs were presented (e-learning platform and application) everyone’s idea seemed very clear and asked if they would prefer another type of resource (eg a book), they said both are valuable resources, but they would not prefer a more traditional approach. They thought the platform and application are good ideas.

Ws 2: In general, it has been revealed that participants are interested in acquiring or developing digital skills. Their main strenghts are “bank transactions”, “communication” and “receiving information”; their weaknesses are mostly related to “selling second-hand goods”; “Buying something”, “storing information”, “finding a job”.

“Finding friends online” is the area where they show less skills because they feel it is less important.

Ws 3: The phrase that the participant group sees as more advanced is the one that asks the capacities of finding the browser icon and using it to find a website. The most likely explanation for this is that this statement is more demanding as it includes several steps and different concepts. Firstly, they must know what a browser is or at least understand its purpose; they must also be aware of existing browsers. Moreover, they should understand how they can use a browser and what a website is.

Ws 4: 28.6% of the participants had only the knowledge / skills related to the communication. This group was in their forties and in their fifties;

21.4% of the participants had the knowledge / skills related to only two of the five general aspects (but each individual was different). This group is in their fifties and sixties;

21.4% of the participants had knowledge / skills about only three of the five general elements (but each individual’s match was different). This group is in their thirties and forties;

7.14% (1 person) of the participants had only knowledge / skills on four of the five general aspects (but each individual's match was different). This person is 48 years old.

21.4% of the participants had knowledge / skills about all of the general aspects defined. This group includes the youngest member of the group (29 years old) and two of them are 33 and 38 years old people.

Therefore, about 50% of the group specialize in two of the five areas at least.

As a result of the content analysis of Grecee's hard-to-reach adult answers;

The interviewees had an idea about digital technology, but they were not partners. They know that computers are needed to find jobs today, but they did not know the range of information they needed. Participants were adults of both sexes over the age of 40 with no specific qualifications. They were individuals who had a computer at home but knew a few things they learned from their children. The difficulties facing daily situations and emerging needs were accepted by all participants. They were aware that digital technologies were necessary in general and indefinitely. But they do not have a very clear point of view. They had no idea where the teaching wanted to focus, they did not answer. As everyone has very modern mobile phones and almost everyone has contact with computers, as the discussion progresses, we have seen that mobile phones do not make the most of their capabilities and that computers have a completely wrong picture of what it means to use them. The answers we received were particularly diverse after asking what they wanted to learn:

• Using the internet to find a job

• How to get interesting information from the Internet (eg about free seminars)

• How to write a CV letter • How to learn the work of the secretary

• How to create a commercial website

The findings of the second group are almost the same as those of the first group - they are expected to have the same profile. The majority of them (over 70%) have a smartphone and a Facebook or Instagram account - but they cannot easily perform tasks that require higher levels of digital literacy, almost all refrain from using everyday digital technologies. When technology is absolutely needed, they prefer to go to the bank or pay a specialist to do this for digital bank transactions or tax payments (in Greece only), even for the simplest actions. Not all of them have computers. They know how to go to the Internet almost 60-70%, but search, etc. They have trouble performing certain tasks, such as. They are all interested in learning new technologies. In our discussion, students in all three groups admitted that learning new technologies would radically change their lives from the simplest to the most demanding. The findings of this group are almost the same as the findings of the second group - they are expected to have the same profile. The majority (over 70%) have a smartphone and a Facebook or Instagram account. The answers we received after asking what they wanted to learn were various:

• Using the internet to find a job

• How to protect yourself from the dangers on the Internet

• How to write a CV letter

• How it can be seen in YouTube movies or music or recipes

Trainees in this group had a closer relationship with digital technologies (especially "connected" to smartphones). Participants of this group practically did not take any lessons on digital technology, however, as seen in all groups, the majority (almost 90%) have a smartphone and have a Facebook or Instagram account. However, it is seen that they organize their lives in a way that technology is not needed. They are all interested in learning new technologies. Although they understand the necessity of new technologies to improve their positions (professionally and even socially), they are interested in learning quickly and almost everything in a short time. In our discussion, participants in each group admitted that learning new technologies would radically change their lives from the simplest to the most demanding. For example, knowing how to download an application on the phone, such applications, one of the city-public transport timetable, they think can help them save valuable time.

REFERENCES

Aydeniz, M. (2017). Eğitim Sistemimiz ve 21. Yüzyıl Hayalimiz: 2045 Hedeflerine İlerlerken, Türkiye İçin STEM Odaklı Ekonomik Bir Yol Haritası. http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1019&context=utk_theopubs. Erişim: 25.02.2018.

Dunn, H. S. ve Johnson-Brown, S. (2008). Information Literacies and Digital Empowerment inthe Global South. In A. W. Khan (Assistant Director-General for Communication and

European Council. (2006). *On key competences for lifelong learning.*

Ferrari, A., Punie, Y., & Redecker, C. (2012). Understanding digital competence in the 21st Century: An analysis of current frameworks. *EC-TEL* , 79-92.

Fraillon, J., Ainley, J., Schulz, W., Friedman, T., & Gebhardt, E. (2014). Preparing for life in a digital age e The IEA International Computer and Information Literacy Study International.

From, J. (2017). Pedagogical Digital Competence-Between Values, Knowledge and Skills. *Higher Education Studies, Vol.7, No.2* , 43-50.

Huyer, S., & Sikoska, T. (2003). *Overcoming the gender digital divide: understanding ICTs and their potential for the empowerment of women*. INSTRAW.

Ilomäki, L., Paavola, S., Kantosalo, A., & Lakkala, M. (2016). Digital Competence-an emergent boundary concept for policy and educational research. *Educ. Inf. Technol (21)* , 655-679.

Larraz, V., & Esteve, F. (2015). Evaluating Digital Competence in Simulation Environments. E. G. Bullen içinde, *Teaching and Learning in Digital Worlds, Strategies and Issues in Higher Education* (s. 99-105). Tarragone: URV.

OECD. (2001). *Learning to Change: ICT in Schools.* OECD.

OECD. (2011). *Students, Computers and Learning: Making the connection.* OECD Publishing.

OECD. (2011). The Practice and Professional Development of Teachers. *Schooling for Tomorrow Learning to Change: ICT in Schools* (s. 73-86). içinde Paris : OECD Publications.

Schmidt, E., & Cohen, J. (2013). *The New Digital Age.* New York: Vintagebooks.

TTKB (2017). Müfredatta Yenileme ve Değişiklik Çalışmalarımız Üzerine… https://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_07/18160003_basin_aciklamasi-program.pdf. Erişim: 25.02.2018.

World Bank. (2018). *The Little Data Book on Information and Communication Technology 18.* Washington: The World Bank.

The Conference Board of Canada (2014) Employability Skills 2000+ Ottawa ON: Conference Board of Canada.

Co-funded by the
Erasmus+ Programme
of the European Union

OurDigiSpace

Enhancing Digital Skills of Hard-to-Reach Adults for Better Life Chances